



ENROLMENT FRAMEWORK

21st April 2021

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FRAMEWORK

Enrolment

21st April 2021

1. Vision

The vision for Catholic Education Sandhurst Limited (**CES Limited**) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Introduction

Sandhurst Catholic Schools offer a broad, comprehensive curriculum imbued with an authentic Catholic understanding of Christ and his teaching, as well as a lived appreciation of membership of the Catholic Church.

Parents and guardians, as the first educators of their children, enter into a partnership with CES Limited to promote and support their child's education. Parents and guardians have a responsibility for maintaining this partnership by supporting the school in furthering the spiritual and academic life of their children. As the governing authority of Sandhurst Catholic Schools, CES Limited honours this duty through striving to provide Catholic schooling for all those seeking this for their children and who are willing to support the values and purposes of CES Limited.

All Sandhurst Catholic Schools must ensure the enrolment policies and procedures that are implemented at school level are consistent with this CES Limited Enrolment Framework.

3. Definitions

Catholic child	For the purpose of enrolment in a School, a child is considered to be Catholic if they are a member of the Catholic Church, usually established by a Certificate of Catholic Baptism.
CECV	Catholic Education Commission of Victoria
CES Office	Catholic Education Sandhurst Office is the leadership and management arm of CES
CES Limited	Catholic Education Sandhurst Limited, the owner and operator of Sandhurst Catholic schools
CES Limited Board	The Board of Catholic Education Sandhurst Limited (CES Limited)
Domestic student	Means a student who: <ul style="list-style-type: none"> • Is an Australian citizen; or • Have Australian residency status; or • Have a Student Visa for entry and stay in Australia that allows education to be provided on the same cost basis as for an Australian citizen.
ETR Act	<i>Education and Training Reform Act 2007 (Vic)</i>
ETR Regulations	Education and Training Reform Regulations 2017 (Vic)
Executive Director	The person holding the position of Executive Director of Catholic Education in CES
Guidelines	Recommendations and guidance to support the implementation of this Board approved Framework and related Policies, which may be developed and approved by the Principal of a Sandhurst Catholic School for operation in a particular School in accordance with this Framework.
Privacy Act	<i>Privacy Act 1988 (Cth.)</i>
Policy	A high level principles-based directive by the Board that must be complied with by each Sandhurst Catholic school as detailed in this Framework.
Procedure	A step-by-step instruction for the implementation of a CES Limited Framework and related Policies, developed and approved by the Principal of a Sandhurst Catholic School to fulfil the policy requirements in a particular School in accordance with this Framework.
Sandhurst Catholic School	Means a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by CES Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life

4. Purpose

The purpose of this overarching Enrolment Framework is to outline the Enrolment Policy, Principles, Procedures and Enrolment Priority Criteria to be applied by Sandhurst Catholic Schools for enrolment of **domestic students**. It also supports Sandhurst Catholic Schools to achieve compliance with state and federal laws, and the requirements of Catholic Education Commission of Victoria (CECV as a review body for the purposes of the *Education and Training Reform Act 2006 (Vic)* and the associated Regulations.

5. Enrolment Principles

- Under *Education and Training Reform Act 2006 (Vic)*, it is compulsory for students aged between six years and 17 years to be enrolled in a Victorian school unless an exemption has been granted.
- CES Limited schools are mindful of the diversity of students and school communities and value the Principle of Inclusion as part of the enrolment policy. Specific consideration is therefore given to welcoming Aboriginal and Torres Strait Islander children; children from culturally and linguistically diverse backgrounds and children with disabilities and/or learning needs.
- It is the baptismal right of a Catholic child to be educated within a Catholic school.
- Whilst Sandhurst Catholic Schools welcome families of all faith and non-religious backgrounds, our [Enrolment Priority Criteria](#) establishes an order of priority to enrol Catholic students when expressions of interest exceed enrolment placements available at a Sandhurst Catholic School.
- Families who choose a Sandhurst Catholic School for their children do so on the understanding that they respect and agree to support the Catholic identity, ethos and mission of the school and acknowledge the importance of religious education for their children.
- A child who has completed primary education in a Sandhurst Catholic primary school will usually be given continuity of enrolment in a local Sandhurst Catholic Secondary School.
- Sandhurst Catholic Schools welcome families who wish to enrol a child with diverse needs and will strive to accommodate the needs of the child. In cases where a child requires significant adjustments in order for an enrolment to be possible, Sandhurst Catholic Schools will need to consider their school context and make an enrolment decision:
 - a) considering all Disability Standards and related legislation
 - b) what is in the best interest of the child and

c) whether the school can reasonably be expected to make the required adjustments to assist the child with a disability to take part in education courses and programs, on the same basis as a child without disability.

- It is expected that students seeking enrolment will normally reside in the designated parish or the agreed area that the school serves. Students may be accepted for enrolment in a Sandhurst Catholic School outside their parish or agreed area that the school serves if there are demonstrable circumstances which significantly disadvantage the student and/or family should the enrolment not occur or if a school other than their local school meets their needs more appropriately.
- Although there will be an expectation in all Sandhurst Catholic Schools that families will pay school fees where possible, a family's capacity to pay all or part of the school's fees will not be a criterion for enrolment. In the event of a family not being able to contribute fully to school fee payments, mechanisms need to be put in place at school level for discussions and decisions relating to fee concessions as outlined in [CES Limited School Fees Policy](#). These need to be instigated by the Principal or their delegate in accordance with [CES Limited Guidelines for School Fee Development](#).
- The setting of fee levels and other compulsory charges is the responsibility of the school, taking into account the allocation of government funds. School fee setting must be done in accordance with [CES Limited School Fees Policy](#) and [CES Limited Guidelines for School Fee Development](#).
- All Sandhurst Catholic Schools must publish the school enrolment policies, procedures and forms and provide a timeline indicating when [Application for Enrolment](#) forms must be lodged, interview dates, notification of enrolment outcome and acceptance date. This must be provided on the school website.
- All Sandhurst Catholic Schools must use the CES Limited approved ([School Name](#)) [Enrolment Policy](#) Template (**Appendix 1**) and [Enrolment Procedures](#) (**Appendix 3**) to contextualise their Enrolment Policies and Procedures.
- All Sandhurst Catholic Schools require the following documents from parents/guardians for enrolment purposes:
 - immunisation records, health records, evidence of Australian citizenship or permanent residency, court orders, custody arrangements, previous school reports, and any documentation relating to specific medical, health, intellectual conditions that will trigger the need for the school to provide reasonable adjustments to the learning environment.
- The use, storage and sharing of sensitive information collected as part of the enrolment application process must be consistent with the CES Board approved Privacy Policy which is aligned with the *Privacy Act 1988 (Cth)*.
- Where an offer of enrolment is made, all Sandhurst Catholic Schools require parents/guardians to sign an Enrolment Agreement (**Appendix 6**) prior to a student attending and commencing at the school.

- Enrolment priority criteria for enrolment of students in Sandhurst Catholic Schools that are Flexible Learning Settings (Specialist Schools) may reflect additional requirements representative of the school’s student cohort and may vary from the [Enrolment Priority Criteria](#) outlined in **Appendix 2**. Such variations must be approved by the Executive Director of CES Limited.
- Enrolment decisions are to be made by the Principal of each Sandhurst Catholic School. Schools have the discretion to include other personnel in the enrolment process and determine key enrolment dates.
- For those students not able to be offered enrolment, the schools are required to support their families in finding enrolment with another Catholic school.
- In the case of an enrolment decision being appealed or disputed the Appeal Process outlined in [Enrolment Procedures](#) in **Appendix 3** is to be followed.
- All Sandhurst Catholic Schools must maintain a register of enrolments that contains the following information in relation to each student enrolled at the school:
 1. The student’s name, age and address
 2. The name and contact details of any parent or guardian of the student
 3. The date of enrolment of the student
 4. The Victorian Student Number allocated to the student
 5. The date that the student ceases to be enrolled at the school
- All Sandhurst Catholic Schools must have a procedure for maintaining and updating the school’s register of enrolments.

6. Scope

This Framework and incorporated Policies and Procedures as outlined in Section 9 - Enrolment Framework documents apply to each Sandhurst Catholic School, also referred to as “school” in this policy.

Each Sandhurst Catholic School is required to implement the relevant enrolment policy and procedures as prescribed in this Enrolment Framework. Schools wishing to offer enrolments to international students must implement a separate Enrolment Policy and Procedure as determined by the CES Board in accordance with the requirements of the Education Services for Overseas Students (ESOS) legislation.

7. Policy Statement

As the owner and operator of Sandhurst Catholic Schools, CES Limited is responsible for ensuring that all schools comply with the requirements of the Enrolment Framework by:

- ensuring that the Framework makes it clear who is eligible for enrolment as a domestic student
- ensuring that the enrolment agreement with parents or guardians complies with all State and Commonwealth laws, including the Australian Consumer Law
- ensuring that the enrolment agreement is publicly available and covers at minimum:
 - a. codes of conduct for students, parents and guardians
 - b. fees
 - c. educational services provided
 - d. the grounds on which the agreement may be terminated
- ensuring that each Sandhurst Catholic School maintains a register of enrolments containing the required information for each student
- ensuring that each Sandhurst Catholic School has procedures to maintain and update the enrolment register.

8. Framework

8.1 Legislative requirements

This Framework and incorporated Policies and Procedures reflect the mandatory requirements imposed on Sandhurst Catholic Schools under the ETA.

8.2 School specific Procedures and Guidelines

Each Sandhurst Catholic School may develop Procedures and Guidelines in compliance with this Framework and related Policies.

Any Procedure or Guideline approved by the Principal of a Sandhurst Catholic School in accordance with this Framework must be consistent with this Framework.

Any Procedure or Guideline developed under this Framework must be intended to support the application of this Framework and related Policies in a particular Sandhurst Catholic School.

8.3 Application of Framework

All Principals of Sandhurst Catholic Schools are to ensure application of this Framework and related Policies, Procedures and Guidelines, in compliance with, and within the parameters of, this Framework.

8.4 Transparency and Fairness

An up-to-date version of all prescribed Policies, Procedures forming part of this Framework, including school fees and charges must be maintained on the website of each Sandhurst Catholic School at all times.

A Principal of a Sandhurst Catholic School must ensure transparent, fair and supportive processes in compliance with this Framework.

A Principal of a Sandhurst Catholic School is responsible for ensuring full and accurate reporting and obtaining required approvals in accordance with the requirements under this Framework.

8.5 Record Keeping

A Principal of a Sandhurst Catholic School must ensure that its School complies with this Framework and related Policies in customising any Policies and Procedures forming part of this Framework in the manner prescribed in this Framework, including with the branding of the School logo.

Records of all reporting and approvals made and obtained under this Framework are to be kept in a secure manner indefinitely and in accordance with the *Public Records Act (Vic) 1973*.

8.6 Review

The Board will review this Framework every three years or more frequently if necessary.

The Board must communicate any changes made to this Framework to the Principals of Sandhurst Catholic Schools as soon as possible.

9. Enrolment Framework Documents

- [Appendix 1: School Enrolment Policy](#)
- [Appendix 2: Enrolment Priority Criteria](#)
- [Appendix 3: Enrolment Procedures](#)
- [Appendix 4: Application for Enrolment](#)
- [Appendix 5: Offer of Enrolment: Request for Information Form](#)
- [Appendix 6: Enrolment Agreement](#)
- [Appendix 6\(b\): Additional Enrolment Documentation – Photograph/Recording Permission Form](#)
- [Appendix 7: CES Limited Guidelines for School Fee Development](#)
- [Appendix 8: CES Limited School Fees Policy](#)
- [Appendix 9: Application for Early Age Entry to School](#)
- [Appendix 10: Student Behaviour Expectations/Code of Conduct](#)

	Description of Revision(s)
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Responsibility for Policy	Executive Director Sandhurst Catholic School Principals
Approval Authority	CES Limited Board
Approval date	October 2020
Date of next review	October 2023

Insert
School
Logo

Appendix 1

[Insert name of School] Enrolment Policy

NOTE for Principals:

This Enrolment Policy has been approved by the CES Board for application in each Sandhurst Catholic School and must be contextualised for your School in accordance with the instructions outlined in this Enrolment Framework. The Enrolment Policy of your School must be published on the School website. The highlighted text can be amended by the School without the approval of the Board.

[This note is to be removed in the published version of this Policy]

1. Introduction

[School name] is a registered Co-educational; Primary/Secondary/F-12/Specialist Catholic School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned and operated by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

[Insert a small paragraph outlining the school's setting/context; the student cohort it represents and the philosophy it represents]

This Enrolment Policy is part of the Enrolment Framework approved by the Board of CES Limited (the Board) which must be followed by all Sandhurst Catholic Schools. The Enrolment Framework is available at [insert website].

2. Purpose

This policy sets out requirements for enrolment of domestic students at [School name].

3. Enrolment Principles

[School name] welcomes enrolments from families of all faiths and non-religious backgrounds. Where enrolment interests exceed the number of placements available, [School name] will give priority to enrolment of Catholic children as outlined in the Enrolment Priority Criteria approved by the Board.

Families who enrol their children at [School name] do so on the understanding that they respect and agree to support the Catholic identity, ethos and mission of the school and acknowledge the importance of religious education for their children.

[School name] wants to make every effort to ensure Catholic education is accessible to every Catholic family through the provision of family-friendly fee payments and relief.

[School name] strives to accommodate children with diverse needs. In cases where a child requires significant adjustments in order for an enrolment to be possible, **[School name]** will consider its obligations arising from Disability Standards and related legislation; what is in the best interest of the child and whether the school can reasonably be expected to make the required adjustments to assist the child to take part in education courses and programs, on the same basis as a child without disability.

Enrolment is subject to the maximum capacity of **[School name]**. For those students not able to be offered enrolment, **[School name]** will support their families in finding enrolment with another Catholic school.

4. Enrolment requirements

[Insert the following for a Primary School only]

Age requirements

A child is eligible to enrol in Foundation level at **[School name]** if they are five years old by 30 April in the year in which they begin school. If a parent/guardian is seeking to enrol their child at a younger age, a minimum age exemption is required from the Executive Director of CES Limited via the [Application for Early Age Entry to School](#). Approval for early age enrolment will only be granted in exceptional circumstances.

[Insert the following for ALL schools] It is expected that students seeking enrolment will normally reside in the designated parish or the agreed area that **[School name]** serves. Students may be accepted for enrolment outside their parish or agreed area, which the school serves if there are demonstrable circumstances which significantly disadvantage the student and/or family should the enrolment not occur or if **[School name]** meets their needs more appropriately than the student's designated parish school.

[Insert the text in blue below if the school is registered as a Specialist School or otherwise delete. Ensure to contextualise the criteria to reflect any additional eligibility requirements to enrol at your Specialist School]

The following additional enrolment criteria applies to enrolment of students at **[School name]**:

- 1.
- 2.

Documentary evidence

You are required to provide particular information about your child during the enrolment process, both at the provisional application stage and if the school offers your child a place. Please note that lodgement of the enrolment form does not guarantee enrolment at the school. If the information requested is not provided, **[School name]** may not be able to enrol your child.

[\[School name\]](#) require the following documents from parents/guardians for enrolment purposes:

1. evidence of the child's Australian citizenship or permanent residency or eligible visa details
2. birth certificate of the child
3. immunisation records and other health records
4. court orders, custody arrangements relating to the child
5. previous school reports
6. any documentation relating to specific medical, health, intellectual conditions that will trigger the need for the school to provide reasonable adjustments to the learning environment [or as required to meet additional enrolment criteria for enrolment at a Specialist School](#) **[Delete if not a Specialist School]**.

Fees

School fees; fee schedules and payment options are outlined in the [\[School name\]](#) Fees document published on the school website.

The fees must be paid for a child to enrol and to continue enrolment at the [\[School name\]](#). The school has discretion whether to allow a child to participate in optional or extracurricular school events, such as paid school excursions or extracurricular activities, while fees remain due and payable.

In accordance with [CES Limited School Fee Policy](#), any family facing genuine financial hardship should in the first instance speak with the Principal. Families facing hardships are encouraged to apply for a fee concession. This includes those families who hold a Health Care Card (HCC) eligible for Camps, Sports and Excursion Funds (CSEF). An application for a fee concession should be made to [\[School name\]](#) and all information provided will be treated in the strictest of confidence.

5. Enrolment process

[insert/delete all Enrolment related documents as it applies to your school here]

[\[School name\]](#) enrolment process, including timelines and forms are published on the school website. The following enrolment related documents are published/available on our website:

[CES Limited Enrolment Framework](#)

[\[School name\] Enrolment Policy](#)

[\[School name\] Enrolment Procedure](#)

[Application for Enrolment form](#)

[Offer of Enrolment: Request for Additional Information form](#)

[Enrolment Agreement](#)

[Enrolment Priority Criteria](#)

[\[School name\] Fee Policy](#)

[Application for Early Age Entry to School](#)

[Shared Behaviour Expectations/Code of Conduct](#)

6. Enrolment register

In accordance with requirements of the Education and Training Reform Regulations 2017 (ETR Regulations), [\[School name\]](#) maintains a register of enrolments that contains at minimum the following information in relation to each student enrolled at the school:

1. The student's name, age and address
2. The name and contact details of any parent or guardian of the student
3. The date of enrolment of the student
4. The Victorian Student Number allocated to the student
5. The date that the student ceases to be enrolled at the school

[\[Contextualise to reflect your school's procedures\]](#)

The information collected during the process of enrolment will be stored, maintained and shared in accordance with the *Privacy Act 1988* (Cth.). A copy of the enrolment information will also be maintained in each student profile.

7. Enrolment register procedures

[\[School name\]](#) collects enrolment data at the point of enrolling a new student. For all existing students, the school undertakes a process of confirming enrolment data, including health information and emergency contact information. [The process of confirming enrolments typically occurs at the end of an academic year.](#) It is the responsibility of the parents/guardians to inform the school of any changes to the enrolment information as soon as practicable. It is the responsibility of the [Registrar/Administration Officer/Business Manager/Principal](#) to collect, store and maintain enrolment information in the register in accordance with this Policy and procedures.

8. Roles and Responsibilities [\[contextualise to reflect roles within your school\]](#)

Position/Roles	Responsibilities
CES Limited Board	Approves Enrolment Framework
Executive Director	Approves contextualisation of school enrolment policies and procedures Make decisions in relation to enrolment appeals as outlined in the Enrolment Procedures document.
School Principal	Ensure [School name] Enrolment Policy and Procedure is aligned with CES Limited Enrolment Framework and implement the Framework. Make enrolment decisions as outlined in the Enrolment Procedures document.

Registrar/Administration Officer/Business Manager	Collect, store and maintain Enrolment information in accordance with <i>School name</i> Enrolment policy and procedure. Provide prospective parents with the necessary information for the enrolment and admission processes.
Parents/guardians	Read and complete the Application for Enrolment forms; the Enrolment Agreement, related Enrolment documents. Submit all requested information and disclose matters relating to the learning, emotional or physical needs of the applicant that may affect their education and notify the school of any changes to any enrolment information submitted as soon as practicable. Adheres to terms and conditions of the Enrolment Agreement.

	Description of revisions (s)
Responsibility for Policy	Executive Director School Principal
Approval Authority	CES Limited Board
Approval Date	October 2020
Date of next review	October 2021

Insert
School
Logo

Appendix 2

Enrolment Priority Criteria

This Enrolment Priority Criteria has been approved by the CES Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.

[School name] is a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned and operated by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. This Enrolment Priority Criteria is part of the Enrolment Framework which is available at *[insert website]*.

Where enrolment applications exceed the positions available at the school, the following enrolment priority criteria should be applied by each Sandhurst Catholic School (with the exception of Specialist school settings that may apply additional criteria to reflect enrolment of a specialist student cohort) in making an enrolment offer.

Each Sandhurst Catholic School will consider its capacity to accept students taking into consideration the local context and the school's ability to make reasonable adjustments to ensure the enrolment is possible.

1. Primary Schools

- Children baptised in the Catholic faith who are members of the designated parish communities.
- Children baptised in the Catholic faith from other parishes which do not have a primary school or where the designated parish primary school has no vacancies.
- Siblings of other children already enrolled who are not baptised in the Catholic faith.
- Children of other Christian Churches and other faith traditions who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Children who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Other considerations may include: children enrolled in the parish Sandhurst Early Childhood Education and Care facility; a family association with the school and being the sibling or child of a past pupil. These considerations should not preclude other relevant factors being taken into consideration when determining which children will be offered enrolment.

Note: Local pastoral discretion is an important element in the decision-making process and will be taken into account by the school's Enrolment Plan.

2. Secondary Schools

- Children baptised in the Catholic faith who have completed primary education in a Catholic parish primary school and who live in the designated region which the Catholic secondary school serves.
- Children baptised in the Catholic faith who have completed primary education at a school other than a Catholic primary school and who live in the designated region which the Catholic secondary school serves.
- Children baptised in the Catholic faith from other regions where the designated school has no vacancies.
- Siblings of other children already enrolled who are not baptised in the Catholic faith.
- Children of other Christian Churches and other faith traditions who have completed primary education in a Catholic parish primary school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the Religious Education it offers for their children.
- Children who have completed primary education in a Catholic parish primary school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the Religious Education it offers for their children.
- Children of other Christian churches and faith traditions who have completed primary education in a Christian primary school or another faith-based school and who live in the designated region which the Catholic secondary school serves who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Families who have been committed to Catholic education for the entire Primary school education of their child may be given priority over families who have chosen Catholic education for the last year or second last year of Primary school for a child.
- Children of other Christian Churches and faith traditions who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Children who, with their parents, respect and agree to support the Catholic mission of the school including the religious education it offers for their children.
- Other considerations may include; a family association with the school and being the sibling or child of a past pupil. These considerations should not preclude other relevant factors being taken into consideration when determining which children will be offered enrolment. Local pastoral discretion is an important element in the decision-making process and will be taken into account by *[School name]*.

Insert
School
Logo

Appendix 3

Enrolment Procedures

This procedure has been approved by the CES Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.

[School name] is a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. This procedure is part of the CES Limited Enrolment Framework which is available at [\[insert website\]](#).

The following enrolment procedures have been adopted by *[School name]* which are consistent with the procedures approved by the Board of CES Limited whether they occur during a school's designated enrolment period or at another time.

1. An application for enrolment at *[School name]* must first be made by a parent/guardian of the child by completing an [Application Enrolment form](#) which contains relevant information that will assist the school to make a provisional enrolment offer.
2. The school will notify the parents/guardians in writing of a provisional enrolment offer. The provisional enrolment decision will be made by the school Principal after considering the school's enrolment capacity. *[School name]* will direct parents/guardians to the school's website where key school policies are published and/or will provide copies of [policies/Student Enrolment Handbook/Prospectus](#) to parents/guardians on request.
3. The parents/guardians are then required to accept this provisional enrolment offer by submitting a completed [Offer of Enrolment: Request for Additional Information form](#). This form contains additional information regarding a student's specific health and other needs and information retained for the purposes of commonwealth and state funding and reporting obligations.
4. *[School name]* may require parents/guardians and the child to attend an enrolment interview in order to determine what is in the best interest of a student and to discuss, if any, reasonable adjustments that can be made to accommodate a student enrolment. The interviews may be undertaken by the Principal or a delegate of the Principal.
5. The Principal must make a final enrolment decision, taking into consideration applicable disability standards and legislation, the ability to make reasonable adjustments and where applicable the [Enrolment Priority Criteria](#).
6. *[School name]* will then notify parents/guardians in writing of the final enrolment decision. For those children whose enrolment has been confirmed by the school, the school must provide an [Enrolment Agreement](#) and either provide or direct

parents/guardians to relevant school policies and procedures so as to enable parents/guardians to make an informed enrolment decision.

7. The enrolment of a student is deemed complete, when a completed and signed [Enrolment Agreement](#) has been received by the school.
8. *[School name]* will confirm in writing receipt of the Enrolment Agreement.
9. If, during a designated enrolment period, applications exceed places available, the Principal may seek recommendations from an Enrolment Panel, in determining which students will be offered enrolment in accordance with the school's Enrolment Policy and the Enrolment Priority Criteria. If the need arises, the school may also establish a waiting list which aligns with the Enrolment Priority Criteria.
10. The school's Enrolment Panel is constituted by the Principal (who shall Chair the Enrolment Panel), the Parish Priest/Canonical Administrator, the Registrar/Administration Officer and may include a member of the School's Advisory Council and any other school personnel that may be appointed to the Panel by the Principal. The Enrolment Panel makes recommendations to the Principal in relation to enrolment decisions, the ultimate decision-making power rests with the Principal.

Appeal Processes

1. Appeals against a decision to decline enrolment must be made to the **school within 14 days of receipt** of the letter declining enrolment, together with any supporting material.
2. The Enrolment Panel will be convened to consider the appeal and any supporting material provided. The Panel may decide that the original decision is to be maintained or the decision be reversed and that a place in the school be offered to the student.
3. The Principal will communicate the decision of the Enrolment Panel to the parents/guardian of the student in writing, together with a statement of reasons within 14 days of receiving the appeal.
4. If the applicant is not satisfied with the decision of the Enrolment Panel, a further and final appeal may be made to the Executive Director within 14 days of receiving the notification from the school that the appeal was not successful. This Appeal should be in writing to the Executive Director, with reasons provided for the Appeal.
5. The Executive Director will establish an Enrolment Appeal Panel to investigate the appeal and to offer a recommendation. The membership of the Panel will be decided by the Executive Director but will normally consist of a member of the Executive Leadership Team of CES Limited, the Principal of another school, and a third member with experience relevant to the grounds for the appeal. No member of the Panel will have been involved in the original decision, the first Appeal, or in providing advice to the school during either process.
6. A member of the Executive Leadership Team of CES Limited will convene and Chair the panel. The person lodging the Appeal and the Principal of the school in question, will each

ordinarily be provided with an opportunity to present to the Panel, either in person, via telephone or in writing.

- 7.** The Enrolment Appeal Panel will consider all material available and make a recommendation to the Executive Director. The Executive Director will consider the recommendation, and then either accept, reject or modify it.
- 8.** The decision of the Executive Director will be communicated in writing to the Principal of the school and the appellant. If the decision of the Executive Director is to allow the enrolment to proceed, the process for enrolling the student will commence as soon as possible.

Insert
School
Logo

Appendix 4

Application for Enrolment



This Application Form has been approved by the CES Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.

[School name] is a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. This application form is part of the CES Limited Enrolment Framework which is available at [\[insert website\]](#).

Office use only	Date received:	Birth certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Enrolment date:	Student/family code:
	Start date:	VSN:
	Immunisation history statement attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	Visa information attached (if relevant): Yes <input type="checkbox"/> No <input type="checkbox"/>

DETAILS OF CHILD		
Surname:	Entry year (YYYY):	Entry level/grade:
First name/s:		
Preferred first name:		
Date of birth:	Religion: (include rite)	
Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	Other: <input type="checkbox"/>
Proposed Commencement Date of Enrolment:		

HOME ADDRESS OF CHILD	
Street number and name:	
Suburb:	Postcode:
Home phone:	

PREVIOUS SCHOOL/PRESCHOOL PERMISSION
Name and address of previous school/preschool:

SACRAMENTAL INFORMATION		
Baptism:	Date:	Parish:
Confirmation:	Date:	Parish:
Reconciliation:	Date:	Parish:
Communion:	Date:	Parish:
Current parish:		

NATIONALITY		
Government Requirement	Nationality:	Ethnicity:
In which country was the student born?	Australia <input type="checkbox"/>	Other – please specify:
Is the student of Aboriginal or Torres Strait Islander origin? (For persons of both Aboriginal and Torres Strait Islander origin, tick 'Yes' for both.)		
No <input type="checkbox"/>	Yes, Aboriginal <input type="checkbox"/>	Yes, Torres Strait Islander <input type="checkbox"/>

IF NOT BORN IN AUSTRALIA, CITIZENSHIP STATUS*	
Please tick the relevant category below and record the visa subclass number as per government requirements: (original documents to be sighted and copies to be retained by the school)	
Australian citizen not born in Australia:	
<input type="checkbox"/>	Australian citizen (Australian passport or naturalisation certificate number/document for travel if country of birth is not Australia)
Australian passport number:	
Naturalisation certificate number:	
Visa subclass recorded on entry to Australia:	
Date of arrival in Australia:	
Not currently an Australian citizen, please provide further details as appropriate below:	
<input type="checkbox"/>	Permanent resident: (if ticked, record the visa subclass number)
<input type="checkbox"/>	Temporary resident: (if ticked, record the visa subclass number)
<input type="checkbox"/>	Other/visitor/overseas student: (if ticked, record the visa subclass number)
* Please attach visa/ImmiCard/letter of notification and passport photo page.	

IMMUNISATION (please attach an immunisation history statement for your child)	
All vaccines are recorded on the Australian Immunisation Register (AIR). You are required to obtain an immunisation history statement for your child (visit myGov) and provide it to the school with this enrolment form.	Immunisation history statement attached: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, please provide explanation:
If the student entered Australia on a humanitarian visa, did they receive a refugee health check?	Yes <input type="checkbox"/> No <input type="checkbox"/>

SIBLINGS ATTENDING A SCHOOL/PRESCHOOL			
List all children in your family attending school or preschool (oldest to youngest) – include applicant:			
Name	School/preschool	Year/grade	Date of birth

Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [insert school web address].

PARENT A/GUARDIAN 1					
Surname:		Title: (e.g. Mr/Mrs/Ms)		First name:	
Address:					
Home phone:		Work phone:		Mobile:	
SMS messaging: (for emergency and reminder purposes)				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Email:					

PARENT B/GUARDIAN 2					
Surname:		Title: (e.g. Mr/Mrs/Ms)		First name:	
Address:					
Home phone:		Work phone:		Mobile:	
SMS messaging: (for emergency and reminder purposes)				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Email:					

FAMILY DETAILS				
Should the Application be accepted and enrolment is completed, who will be responsible for payment of the school fees and levies?				
Surname	First name	Address and email	Phone	Relationship to the student

By signing below, the applicant/s acknowledge/s:

- this is a request for the named child to be considered for enrolment in the school according to the school's Enrolment Policy, and that the school's receipt of this application does not mean the school has enrolled this child.
- the school will consider this request and endeavour to communicate the outcome of this consideration by/within [INSERT A DATE OR PROPOSED TIMELINE].
- That any initial offer will be provisional, with the applicants to then be required to provide additional information according to government and other requirements, and to agree to the Terms and Conditions of Enrolment.

PARENT/CARER/GUARDIAN SIGNATURE:		Date:
PARENT/CARER/GUARDIAN SIGNATURE:		Date:

Note: The Victorian Government provides the following guidance regarding admission requirements:

Consent can be provided through the signature of:

- student, if they are over 15 and living independently
- parent as defined in the *Family Law Act 1975*

Note: In the absence of a current court order, each parent of a child who is not 18 has equal parental responsibility.

- both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school
- an informal carer, with a statutory declaration.

Carers:

- may be a relative or other carer
- have day-to-day care of the student with the student regularly living with them
- may provide any other consent required e.g. excursions

Notes for an informal carer:

- statutory declarations apply for 12 months
- the wishes of a parent prevail in the event of a dispute between a parent legally responsible for a student and an informal carer.

Note: Secondary students may complete parts of the form and co-sign.

Appendix 5

Insert
School
Logo

Offer of Enrolment: Request for Information Form

This Form has been approved by the CES Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined in this Framework.

[School name] is a School which operates with the consent of the Bishop of the Catholic Diocese of Sandhurst and is owned, operated and governed by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. This FORM is part of CES Limited Enrolment Framework which is available at [\[insert website\]](#).

2nd Stage – INFORMATION TO COMPLETE ENROLMENT – to be completed after an Offer of Enrolment is made by the School

Office use only	Date received:	Birth certificate attached: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Enrolment date:	English as an Additional Language: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Start date:	House colour:
	Student/family code:	VSN:
	Immunisation history statement attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	Visa information attached (if relevant): Yes <input type="checkbox"/> No <input type="checkbox"/>

STUDENT DETAILS		
Surname:	Entry year (YYYY):	Entry level/grade:
First name/s:		
Preferred first name:		
Date of birth:	Religion: (include rite)	
Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	Other: <input type="checkbox"/>

HOME ADDRESS OF STUDENT	
Street number and name:	
Suburb:	Postcode:
Home phone:	

EMERGENCY CONTACTS – OTHER THAN PARENT/GUARDIAN					
1.	Name:		2.	Name:	
	Relationship to child:			Relationship to child:	
	Home phone:			Home phone:	
	Mobile:			Mobile:	

PREVIOUS SCHOOL/PRESCHOOL PERMISSION
Name and address of previous school/preschool:
I/We give permission for the school to contact the previous school or preschool and to gather relevant reports and information to support educational planning: No <input type="checkbox"/> Yes <input type="checkbox"/> (If yes, please complete Form - <i>Consent for Transferring Information.</i>)

Does the student or their parent(s)/guardian(s) speak a language other than English at home? Note: Record all languages spoken.				
		Student	Parent A/Guardian 1	Parent B/Guardian 2
No	English only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes	Other – please specify all languages			

MEDICAL INFORMATION			
Doctor's name:			
Street number and name:			
Suburb:		Postcode:	Phone:
Medicare number:		Ref number:	Expiry:
Private health insurance:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Fund:	Number:
Ambulance cover:	Yes <input type="checkbox"/> No <input type="checkbox"/>	Number:	
	<i>In the event of an emergency an ambulance will be called if required.</i>		
Medical condition:	<p><i>Please specify any relevant medical conditions for the student, e.g. asthma, diabetes, anaphylaxis, and/or any medications prescribed for the student. A Medical Management Plan signed by a relevant medical practitioner (doctor/nurse) will be required for each of the medical conditions listed.</i></p> <p><i>Please list specific details for any known allergies that do not lead to anaphylaxis, e.g. hay fever, rye grass, animal fur.</i></p>		
Has the student been diagnosed as being at risk of anaphylaxis?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If yes, does the student have an EpiPen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Please provide all required information to allow us to meet our duty of care obligations and facilitate the smooth transition of your child into our school. It will assist the school to implement appropriate adjustments and strategies to meet the particular needs of your child. If the information is not provided or is incomplete, incorrect or misleading, current or ongoing enrolment may be reviewed.

ADDITIONAL NEEDS

Is your child eligible or currently receiving National Disability Insurance Scheme (NDIS) support? Yes No

Does your child present with:

autism (ASD)	<input type="checkbox"/>	behavioural concerns	<input type="checkbox"/>	hearing impairment	<input type="checkbox"/>
intellectual disability/ developmental delay	<input type="checkbox"/>	mental health issues	<input type="checkbox"/>	oral language/communication difficulties	<input type="checkbox"/>
ADD/ADHD	<input type="checkbox"/>	acquired brain injury	<input type="checkbox"/>	vision impairment	<input type="checkbox"/>
giftedness	<input type="checkbox"/>	physical impairment	<input type="checkbox"/>	other condition (please specify)	<input type="checkbox"/>

Has your child ever seen a:

paediatrician	<input type="checkbox"/>	physiotherapist	<input type="checkbox"/>	audiologist	<input type="checkbox"/>
psychologist/ counsellor	<input type="checkbox"/>	occupational therapist	<input type="checkbox"/>	speech pathologist	<input type="checkbox"/>
psychiatrist	<input type="checkbox"/>	continence nurse	<input type="checkbox"/>	other specialist (please specify)	<input type="checkbox"/>

Have you attached all relevant information/reports? Yes No

PARENT A/GUARDIAN 1

Surname:		Title: (e.g. Mr/Mrs/Ms)		First name:	
Address:					
Home phone:		Work phone:		Mobile:	
SMS messaging: (for emergency and reminder purposes)				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Email:					
Government Requirement	Occupation:	What is the occupation group? (select from list of parental occupation groups in the School Family Occupation Index.			
Religion: (include rite)		Nationality:	Ethnicity if not born in Australia:		
Country of birth:	<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify):			
What is the highest year of primary or secondary school Parent A/Guardian 1 has completed? (Persons who have never attended secondary school, tick 'Year 9 or below'.)					
Year 9 or below <input type="checkbox"/>	Year 10 or equivalent <input type="checkbox"/>	Year 11 or equivalent <input type="checkbox"/>	Year 12 or equivalent <input type="checkbox"/>		

What is the level of the highest qualification Parent A/Guardian 1 has completed?			
No post-school qualification <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>	Advanced diploma/diploma <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>

PARENT B/GUARDIAN 2			
Surname:		Title: (e.g. Mr/Mrs/Ms)	First name:
Address:			
Home phone:		Work phone:	Mobile:
SMS messaging: (for emergency and reminder purposes)			Yes <input type="checkbox"/> No <input type="checkbox"/>
Email:			
Government Requirement	Occupation:	What is the occupation group? (select from list of parental occupation groups in the School Family Occupation Index on p. 11)	
Religion: (include rite)		Nationality:	Ethnicity if not born in Australia:
Country of birth:	<input type="checkbox"/> Australia	<input type="checkbox"/> Other (please specify):	
What is the highest year of primary or secondary school Parent B/Guardian 2 has completed? (Persons who have never attended secondary school, tick 'Year 9 or below'.)			
Year 9 or below <input type="checkbox"/>	Year 10 or equivalent <input type="checkbox"/>	Year 11 or equivalent <input type="checkbox"/>	Year 12 or equivalent <input type="checkbox"/>
What is the level of the highest qualification Parent B/Guardian 2 has completed?			
No post-school qualification <input type="checkbox"/>	Certificate I to IV (including trade certificate) <input type="checkbox"/>	Advanced diploma/diploma <input type="checkbox"/>	Bachelor degree or above <input type="checkbox"/>

HOME CARE ARRANGEMENTS	
<input type="checkbox"/> Living with immediate family	<input type="checkbox"/> Out-of-home care
<input type="checkbox"/> Carer/guardian	<input type="checkbox"/> Shared parenting, e.g. one week with each parent: Days with Parent A/Guardian 1: Days with Parent B/Guardian 2:
<input type="checkbox"/> Kinship care	<input type="checkbox"/> Other (please specify)

COURT ORDERS OR PARENTING ORDERS (if applicable)
Are there any current court orders or parenting orders relating to the student? Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>If yes, copies of these court orders/parenting orders (e.g. AVOs, Family Court/Federal Magistrates Court orders or other relevant court orders) must be provided.</i>

Is there any other information you wish the school to be aware of?

PARENT/CARER/GUARDIAN SIGNATURE:		Date:
PARENT/CARER/GUARDIAN SIGNATURE:		Date:

Note: The Victorian Government provides the following guidance regarding admission requirements:

Consent

The signature of:

- student, if they are over 15 and living independently
- parent as defined in the *Family Law Act 1975*
Note: In the absence of a current court order, each parent of a child who is not 18 has equal parental responsibility.
- both parents for parents who are separated, or a copy of the court order with any impact on the relationship between the family and the school
- an informal carer, with a statutory declaration.
- Carers:
 - may be a relative or other carer
 - have day-to-day care of the student with the student regularly living with them
 - may provide any other consent required e.g. excursions.

Notes for informal carer:

- statutory declarations apply for 12 months
- the wishes of a parent prevail in the event of a dispute between a parent legally responsible for a student and an informal carer.

Note: Secondary students may complete parts of the form and co-sign.

Disclaimer: *Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [insert school web address].*

Insert
School
Logo

Appendix 6

Enrolment Agreement

Explanatory statement

This Enrolment Agreement has been approved by the CES Board for application in each Sandhurst Catholic School and must be customised for use in each particular School in accordance with the instructions outlined.

[School name] is a School which operates with the consent of the Bishop of the Diocese of Sandhurst and is owned, operated and governed by Catholic Education Sandhurst (CES) Limited, where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life. This Agreement is part of the Enrolment Framework which is available at [\[insert website\]](#).

Terms & Conditions of Enrolment

The information below sets out the terms and conditions under which local students are currently enrolled at [\[insert school name\]](#)

1. Education services

- 1.1. Parents and guardians, as the first educators of their children, enter into a partnership with the school to promote and support their child's education. Parents and guardians must assume a responsibility for maintaining this partnership by supporting the school in the provision of education and furthering the spiritual and academic life of their children.
- 1.2. [\[insert school name\]](#) will provide a school curriculum for [\[Prep to Year 10\]](#) based on 'The Victorian Curriculum Foundation to 10' priorities and standards (or equivalent if superseded). [\[Years 11 and 12\]](#) is based on the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) including Vocational Education and Training (VET) standards (or equivalent if superseded).

2. Enrolment

- 2.1. You are required to provide particular information about your child during the enrolment process, both at the application stage and if the school offers your child a place. Please note that lodgement of the enrolment form does not guarantee

enrolment at the school. If the information requested is not provided, we may not be able to enrol your child.

- 2.2. As required by law, and in accordance with [\[insert school name\]](#) Enrolment Policy and Procedures, where a Student has or will have a disability, [\[insert school name\]](#) must give consideration to how it can, in the context of its limited resources, provide support for students with special needs or disabilities by making reasonable adjustments.
- 2.3. Parents/guardians agree to disclose to the school all information about the physical, learning or other disabilities of the Student so that [\[insert school name\]](#) can consider how it can support students consistent with its legal obligations.
- 2.4. The Applicant acknowledges that the [Application for Enrolment form](#) and [the Offer of Enrolment: Request for Information form](#) has been completed honestly and correctly, and that the Applicant has made full disclosure in response to the matters and questions raised in these.
- 2.5. The **Application for Enrolment** and the **Offer of Enrolment: Request for Information** forms part of this Enrolment Agreement, and failure to complete these forms honestly and correctly, or to make full disclosure, may result in termination of the enrolment by the [\[insert school name\]](#).
- 2.6. To meet school and government requirements, you will need to provide the school with the requested information and completed forms including, among other things, the information listed below.

<ul style="list-style-type: none"> • evidence of your child’s date of birth, e.g. birth certificate, passport 	<ul style="list-style-type: none"> • information about the language(s) your child speaks and/or hears at home
<ul style="list-style-type: none"> • religious denomination 	<ul style="list-style-type: none"> • nationality and/or citizenship including the visa subclass granted upon entry to Australia (prior to citizenship being granted) where applicable
<ul style="list-style-type: none"> • names and addresses of the child and parents/guardians; telephone numbers (home, work, mobile) of parents/guardians 	<ul style="list-style-type: none"> • Medical information including immunisation history • doctor’s name and telephone number
<ul style="list-style-type: none"> • names of emergency contacts and their details 	<ul style="list-style-type: none"> • information on additional learning needs (for example, whether your child requires additional support in relation to mobility, language, social skills development, welfare needs, challenging behaviours, adjustments to the curriculum, etc.)
<ul style="list-style-type: none"> • specific residence arrangements 	<ul style="list-style-type: none"> • parenting agreements or court orders, including any guardianship orders

- 2.7. The school reserves the right to request further information, in relation to for example, any parenting orders, medical conditions or additional learning needs that you have noted on the enrolment forms. In addition, it is often useful for parents/guardians to

attend a meeting with school staff prior to enrolment to discuss any additional needs your child may have. An interpreter may be organised, if required.

- 2.8. Subject to any special exercise of discretion by the Board of Catholic Education Sandhurst Limited, the [Enrolment Priority Criteria](#) provides an agreed order of priority for enrolment in our school, which is consistent with the enrolment policy for all Catholic schools.
- 2.9. [If the school is a specialist school, otherwise delete] the priority for enrolment at [insert school name] reflects the specialist school setting as outlined in the school's [insert Enrolment Policy].

3. Fees

- 3.1. The setting of fee levels and other compulsory charges is the responsibility of the school, taking into account the allocation of government funds. The [insert school name] offers a number of methods for paying fees to reduce any financial burden and to assist financial planning. If you have difficulty in meeting the required fee payment, you are welcome to discuss this with the Principal of the school.
- 3.2. School fees are outlined in the school fees and levies document.
- 3.3. The fees must be paid for a child to enrol and to continue enrolment at the school. The school has discretion whether to allow a child to participate in optional or extracurricular school events, such as paid school excursions or extracurricular activities, while fees remain due and payable.

4. Enrolment under minimum school entry age

- 4.1. Sandhurst Catholic School Enrolment Policy is intended to ensure that, when enrolling students, our schools are compliant with relevant Victorian and Australian government legislation. The minimum starting age for a child to be enrolled in a Victorian school is four years and eight months, i.e. a child must turn five by 30 April in the year of starting school. Enrolment of children under the minimum school entry age requires approval from the Executive Director of Catholic Education Sandhurst via the '**Application for Early Age Entry to School**'.

- 4.2. In the rare situations where:

- a) a parent/guardian seeks enrolment of a child under the minimum starting age
- b) the principal supports the enrolment of that child at the school

the approval of the Executive Director of Catholic Education Sandhurst Limited is required before enrolment under the minimum starting age can occur. Approval for early age enrolment will only be granted in exceptional circumstances.

5. Child safe environment

- 5.1. Catholic school communities have a moral, legal and mission-driven responsibility to create nurturing school environments where children are respected, their voices are heard, and where they are safe and feel safe.
- 5.2. Every person involved in Catholic education, including all parents at our school, has a responsibility to understand the importance and specific role they play individually and collectively to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make.
- 5.3. Our school's child safe policies, codes of conduct and practices set out our school's commitment to child safety, and the processes for identifying, communicating, reporting and addressing concerning behaviour and allegations of child abuse. These documents establish clear expectations for all staff and volunteers for appropriate behaviour with children in order to safeguard them against abuse.
- 5.4. Our school has established human resources practices where newly recruited staff, existing staff and volunteers in our school understand the importance of child safety, are trained to minimise the risk of child abuse, and are aware of our school's relevant policies and procedures. Our school also provides ongoing training, supervision and monitoring of staff to ensure that they are suitable to work with children as part of our human resources practices.
- 5.5. Our school has robust, structured risk management processes that help establish and maintain a child safe environment, which involves consideration of possible broad-based risk factors across a wide range of contexts, environments, relationships and activities that children within our school engage in.
- 5.6. Our school, in partnership with families, ensures children and young people are engaged and are active participants in decision-making processes, particularly those that may have an impact on their safety. This means that the views of staff, children, young people and families are taken seriously and their concerns are addressed in a just and timely manner.
- 5.7. Our school's child safety policies and procedures are readily available and accessible. Further details on the Catholic education community's commitment to child safety across Victoria can be accessed by visiting:
 - a) Catholic Education Commission of Victoria Limited's child safety page www.cecv.catholic.edu.au/Our-Schools/Child-Safety
 - b) Catholic Education Sandhurst Limited website *[Once these are approved they will be included on the Sandhurst site]*

6. Policies and procedures

- 6.1. All of the school's policies and procedures are available on the school's website.

- 6.2.** The parents and guardians must comply with and take all reasonable steps to uphold the school's policies and procedures (as introduced or amended from time to time) including those concerning or dealing with:
- a) the care, safety and welfare of students;
 - b) standards of dress, grooming and appearance;
 - c) grievance and complaints;
 - d) social media and the use of information, communication and technology systems;
 - e) student behaviour and conduct and discipline of students;
 - f) parent behaviour and conduct, including any Parent Code of Conduct as may be published from time to time; and
 - g) privacy.
- 6.3.** The school has absolute discretion in all of its operational and educational matters and offerings, as determined by its governing body, the Board of Directors for Catholic Education Sandhurst Limited and the Executive Director of Catholic Education Sandhurst Limited.

7. Terms of enrolment regarding acceptable behaviour

- 7.1.** Our school is a community that exemplifies the gospel values of love, forgiveness, justice and truth. The school community recognises that everyone has the right to be respected, to feel safe and be safe; and, in this regard, understands their rights and acknowledges their obligation to behave responsibly.
- 7.2.** Every person at the school has a right to feel safe, to be happy and to learn; therefore, we aim to:
- a) promote the values of honesty, fairness and respect for others
 - b) acknowledge the worth of all members of the community and their right to work and learn in a positive environment
 - c) maintain good order and harmony
 - d) affirm cooperation as well as responsible independence in learning
 - e) foster self-discipline and develop responsibility for one's own behaviour.
- 7.3.** The school administration, in consultation with the school community, wherever appropriate, will prescribe standards of dress, appearance and behaviour for the student body. As a term of your child's enrolment, parents and guardians are expected to comply with the school's behaviour aims and code of conduct, and to support the school in upholding prescribed standards of dress, appearance and behaviour and ensure compliance by the child of the Student Code of Conduct (see Appendix 10).

- 7.4. The parents and guardians must comply with any parent code of conduct or other policy implemented by the school from time to time which sets out the school's expectations of parents/guardians who have a student enrolled with the school.
- 7.5. Unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, or otherwise in breach of the [Shared Behaviour Expectations/Code of Conduct](#) (see Appendix 10) may result in suspension or termination of the child's enrolment.

8. Terms of enrolment regarding conformity with principles of the Catholic faith

- 8.1. As a provider of Catholic education, the Principal will take into account the need for the school community to represent and comply with the doctrines, beliefs and principles of the Catholic faith when making decisions regarding matters of school administration, including enrolment. Students and families who are members of other faiths are warmly welcomed at our school. However, the school reserves the right to exercise its administrative discretion in appropriate circumstances to suspend or terminate enrolment, where it is necessary to do so to avoid injury to the religious sensitivities of the Catholic school community.

9. Terms of enrolment regarding provision of accurate information

- 9.1. It is vitally important that the school is made aware of each child's individual circumstances insofar as these may impact upon their physical, functional, emotional or educational needs, particularly where the school is required to provide additional support to the child.
- 9.2. Parents and guardians must provide accurate and up-to-date information when completing an enrolment form and must supply the school, prior to enrolment, any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements. Provision of requested documentation is regarded as a condition of enrolment, and enrolment may be refused or terminated where a parent/guardian has unreasonably refused to provide requested information or knowingly withheld relevant information from the school.
- 9.3. Where, during the course of a child's enrolment, new information becomes available that is material to the child's educational and/or safety/wellbeing needs, it is a term of the child's continuing enrolment that such information is provided to the school promptly. Non-provision of such information will be treated as a breach of the terms of enrolment.

- 9.4.** The provision of an inaccurate residential address or failure to provide an updated residential address for the child will also be treated as a breach of the terms of enrolment.
- 9.5.** Any breach in the terms of enrolment regarding provision of accurate information that is not rectified upon request by the school may result in a suspension or termination of enrolment.

10. Enrolment for children with additional needs

- 10.1.** The school welcomes parents/guardians who wish to enrol a child with additional needs and strives to accommodate the child's needs, provided that an understanding has been reached between the school and parents/guardians prior to enrolment regarding:
- a) the nature of any diagnosed or suspected medical condition/disability, or any other circumstances that are relevant to the child's additional learning needs (for example, giftedness or an experience of trauma)
 - b) the nature of any additional assistance that is recommended/appropriate to be provided to the child (for example, medical or specialist equipment, specialist referrals, specific welfare support, modifications to the classroom environment or curriculum, aide assistance, individual education programs, behaviour support plans or other educational interventions as may be relevant)
 - c) the individual physical, functional, emotional or educational goals that are appropriate to the child, and how the parents/guardians and the school will work in partnership to achieve these goals
 - d) any limitations on the school's ability to provide the additional assistance requested.
- 10.2.** The process for enrolling students with additional needs is otherwise the same as for enrolling any student.
- 10.3.** As every child's educational needs can change over time, it will often be necessary for the school to review any additional assistance that is being provided to the child, in consultation with parents/guardians and the child's treating medical/allied health professionals, in order to assess whether:
- a) the additional assistance remains necessary and/or appropriate to the child's needs
 - b) the additional assistance is having the anticipated positive effect on the child's individual physical, functional, emotional or educational goals
 - c) it remains within the school's ability to continue to provide the additional assistance, given any limitations that may exist.

11. Assessment and updates

11.1. Various opportunities are provided to keep you up-to-date with your child's progress. You will receive two comprehensive written reports each year and arrangements will be made for at least one interview where you can discuss your child's development with their teacher. In addition, you can always contact the school to arrange a meeting if you have any concerns or wish to receive an update on progress.

12. Discipline

12.1 The school has absolute discretion to determine when student conduct warrants disciplinary action to be taken by the school and that the school may apply disciplinary measures that the school deems appropriate in accordance with the school's policies and procedures, and which may include:

- a) withdrawal of privileges
- b) detention at such times as the Principal may deem appropriate
- c) requiring the student to undertake additional school work during or after normal school hours
- d) suspension
- e) expulsion; and
- f) such other consequences as the school considers reasonable and appropriate.

12.2. Any serious failure by the student to comply with the policies and procedures may affect the student's enrolment at the school, and that as a result, the student may be suspended from attending the school, their enrolment may be terminated and/or the school may charge or retain all or part of the fees for that term.

13. Termination of student's enrolment by the school

The school reserves the right to require the parents or guardian to withdraw the student from the school or to cancel the student's enrolment at any time if the school reasonably considers that:

- a) the student's behaviour, attitude or conduct to school work, other school activities or while attending school is considered unsatisfactory
- b) on grounds of the student's unsatisfactory conduct or performance or for misconduct
- c) the student fails to obey the policies and procedures or any student code of conduct of the school
- d) a mutually beneficial relationship of trust and cooperation between the parents and the school or any of its staff has broken down to the extent that it adversely impacts

on the school, any of its staff or the ability of the school to provide satisfactory educational services to the student

- e) the student's progress and performance is such that the student is not benefiting from the academic courses provided by the school
- f) the behaviour or conduct of the parents towards the school or to any of its staff breaches any parent code of conduct
- g) if any accounts or fees payable by the parents are not paid within the school's terms of payment or within the terms of any written agreement between the school and the parents permitting a later or deferred payment; or
- h) circumstances exist whereby the ongoing enrolment of the student at the school is considered to be untenable or is not in the best interests of the student or the school.

Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [\[insert school web address\]](#).

By signing this Enrolment Agreement, I acknowledge that I understand and accept the terms and conditions of enrolment as set out in this Enrolment Agreement and, if enrolment is accepted, I agree that there are certain expectations, obligations and guarantees required of parents/guardians of the school's students, so that a harmonious relationship may be established:

- I accept the offer of enrolment of my child at the school in the entry year and entry level noted in the enrolment application form
- I will support and abide by all school policies and procedures, as amended from time-to-time, in relation to programs of studies, sports, pastoral care, school uniform, acceptable behaviour, child safety, discipline and general operations of the school
- I will ensure that the information I have provided is kept up-to-date throughout the period of enrolment and I will notify the school promptly of any changes to that information (e.g. change of residential address, changes to parenting orders)
- Schools to insert their current agreement arrangement for the paying of school fees. *(i.e. I will pay the current school fees and levies for my child and also pay any variation or increase of fees and levies as required up front at the beginning of the school year or in three instalments and will pay in full by the end of Term 3 each year, or will notify the school immediately if I am experiencing financial difficulties)*
- I will support my child's participation in the religious life of the school (e.g. school liturgies, retreat programs)
- I will attend parent/teacher and information evenings which relate to my child
- I will participate in a working bee once a year or make a financial contribution

- In the event I have any concerns, I will raise them initially with the relevant teacher or the school Principal
- I will treat all members of the school community with respect as befits a Catholic school
- If in time of emergencies, accidents or serious illness I cannot be contacted, I give permission for the Principal (or their representative) to seek medical attention for my child as required (which may include transportation to the nearest hospital, medical centre or doctor by ambulance or private vehicle). I also understand that the signatories below are required to meet any costs incurred
- As a parent/guardian, I understand that if this application is successful, I will support the vision of the school and parish. In accepting the enrolment, I agree to abide by all of the school's policies, procedures and protocols (Policies). These Policies are reviewed regularly and may be subject to change at the school's discretion. I will work with the school to support any academic/social/behavioural needs of my child. I agree to support my child's participation in the religious life of the school (e.g. school liturgies, Masses etc.). The consequence of not complying with the school's Policies or the terms and conditions of enrolment may result in the termination of the enrolment.

I understand that if any misleading information has been provided, or any omission of significant information is made in the application for enrolment, acceptance will not be granted; or, if discovered after acceptance, enrolment may be withdrawn.

Parent A/Guardian 1 signature:		Date:
Parent B/Guardian 2 signature:		Date:

Disclaimer: Personal information will be held, used and disclosed in accordance with the school's Privacy Collection Notice and Privacy Policy available on its website [\[insert school web address\]](#).

Insert
School
Logo

Appendix 6 (b)

Additional Enrolment Documentation

[NAME OF SCHOOL]

PHOTOGRAPH/RECORDING PERMISSION FORM

At certain times throughout the year, students may have the opportunity to be photographed or recorded/filmed by the school or its service providers for school publications, such as the school’s newsletter or website and social media, or to promote the school in newspapers and other media.

Catholic Education Sandhurst Limited (CES Limited) and the Catholic Education Commission of Victoria Limited (CECV) may also wish to use student photographs/recordings in print and online promotional, marketing, media and educational materials.

We would like permission to use your child’s photograph/recording for the above purposes. Please complete the permission form below and return it to the school as soon as possible.

Thank you for your continued support.

STUDENT’S FULL NAME:		YEAR LEVEL:	
-----------------------------	--	--------------------	--

- I give permission for my child’s:
 - Name
 - photograph
 - recording
- to be published by the school on/in:
 - the school website
 - social media
 - promotional materials
 - newspapers and other media.
- I authorise CES Limited/the CECV to use the photograph/recording in material available free of charge to schools and education departments around Australia for CES Limited/the CECV’s promotional, marketing, media and educational purposes.
- I give permission for a photograph/recording of my child to be used by the school/CES Limited/the CECV in the agreed publications without acknowledgment, remuneration or compensation.

- I understand and agree that if I do not wish to consent to my child’s photograph/recording appearing in any or all of the publications above, or if I wish to withdraw this authorisation and consent, it is my responsibility to notify the school.

LICENSED UNDER NEALS: *The photograph/recording may appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.*

Name of parent/guardian (please circle):			
Signed: parent/guardian		Date:	
If the student is aged 15+, they may also sign: Signed: student		Date:	

Any permission and consent given may be withdrawn by the parent/guardian or student (if they are aged 15 or over) by notifying the school in advance of any photograph or recording being made.

Disclaimer: *Personal information will be held, used and disclosed in accordance with the school’s Privacy Collection Notice and Privacy Policy available*



GUIDELINES for School Fee Development April 2021

1.0 Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2.0 Introduction

The CES Limited Guidelines for School Fee Development aims to provide CES Limited Principals, School Leaders and Administration Staff detailed information relating to the requirements for schools to collect private income along with providing consistent advice to schools in developing their own school fee policies.

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3.0 Background

The Australian Government and Victorian State Government provide funding to Victorian Catholic schools to assist with the ongoing costs of school education. The main source of funding for Catholic schools in Victoria comprises of recurrent funding from the Federal and State governments. The Catholic Education Commission of Victoria Ltd (CECV) is the Approved System (Block Funding) Authority responsible for establishing procedures for the distribution of government funding to Catholic schools and diocesan education offices in Victoria. The CECV Grants Allocation Committee (GAC) Primary determines the funding formula that distributes recurrent funding to each diocese and therefore to systemic primary schools. The GAC (Secondary) determines the funding formula to distribute recurrent funding to all Catholic secondary schools in Victoria.

The Australian Government determines General Recurrent Grants (GRG) to schools through the *Australian Education Act 2013*, while the State Government provides funding to Victorian Catholic schools as State Recurrent Grants (SRG) and in accordance with Funding and Service Agreements (FSA) signed between CECV and the Victorian Department of Education and Training (DET).

While the funding provided from both government sources is significant, Australian Government (63%) and State Government (16%), the gap between government funding and the cost of operating a Victorian Catholic school (to be funded through private income) is approximately 21% (ACARA MySchool Data 2017).

[*The Guide to the Australian Education Act 2013*](#) provides an interpretation of the Australian Education Act 2013 (The Act) and the Australian Education Regulation 2013 and sets out the rights and responsibilities of authorities in order for them to receive Commonwealth funding for the purposes of school education. The notion of Capacity to Contribute (CtC) forms part of The Act, and reflects the idea that in non-government schools some parents and school communities are more able than others to contribute financially to their school's operating costs. The CtC percentage discounts the School Resource Standard (SRS) funding amount of per student funding for a school.

The Act uses socio-economic status (SES) scores to determine capacity to contribute percentages. These [capacity to contribute percentages](#) are specified at section 54 of the Act. The CtC amounts relating to both Primary and Secondary schools are included in Appendix 4.

The National Schools Resourcing Board (NSRB) was established by the Federal Government to review and provide a recommendation on changes to the methodology behind the calculation of the SES scores. The NRSB has indicated that Parental Income Tax (PIT) will be the new method developed from the collection of student addresses on an annual basis. The timing of when PIT scores will be used in the determination of the CtC component of school funding has yet to be determined by the Federal Government.

There has always been the expectation that parents will pay fees and contribute to the cost of operating their school. The contribution (or gap) that makes up the term used by the Australian

Government as CtC may include items such as; school fees, levies (curriculum and excursion), fees from overseas students, hire receipts, rental income, interest from bank accounts, recurrent donations (including parish donations), fundraising (including parents & friends donations), and any other private (non-government) income.

The State Government also deducts an amount through their recurrent funding formula based on SES level of the school. With this in mind, and the fact that the Australian Government deducts an amount for CtC from a schools entitlement, it is vitally important that a school has a fee structure in place that is able to cater to the needs of the school community while collecting adequate private income to assist in the operations of the school.

It is within this context that CES Limited aims to:

1. charge school fees at a level which balances the need to provide educational resources and the capacity of the community to contribute.
2. provide fee remissions in circumstances where payment in full will cause undue hardship for parents/guardians.
3. distribute Government funding on a needs basis with the capacity to contribute of schools as one of the variables which determines 'need'.

4.0 Guidelines

4.1 School Fees

There are a number of factors to consider when developing a school fee structure -

- The school must distinguish between recurrent and capital income streams.
- Take into account the fee structures of other catholic schools in the region and be mindful of the possible effects of differential fee structures on enrolments.
- Consider those suffering financial hardship and ensure the Health Care Card (HCC) Factor that is provided to schools through their grants is utilised to assist families by providing fee remissions where appropriate (see section 3.e).
- Consider the structure and level of fees charged (which is a local school decision), bearing in mind the needs of the school and the capacity of the community to contribute. Primary schools in Sandhurst have (in the past) adopted either a 'flat' family fee or a 'tiered' fee according to the number of students in each family.
- While the notion of a flat 'family fee' has been a long-standing tenet of primary school fee policy across Victoria, in the last decade more schools have introduced a fee structure which varies according to the number of students enrolled per family. This may include a tiered fee based on;
 - 1 child,
 - 2 children, and
 - 3+ children.

- In these situations it is important that the notion of a ‘family fee’ is not lost altogether by setting too great a differential between fee levels. The practice of setting differential fee levels is a sensitive matter which should accord with sound Catholic social justice principles and should take account of the Church's mission to the poor.
- The discount for having more than one child enrolled at the school should be determined at the local level but may include a discount of 25%, 50%, 75% etc. Any change in fee levels could also be phased in over a period of time to ensure any impact is minimised to families (e.g. 5-year period).
- School authorities should consult the Catholic Education Office before changing fee structures. This will ensure all factors have been considered and any effect on overall recurrent income for the school is analysed. Please see Appendix 7 for an example of a Primary school fee structure.
- Secondary schools generally charge all-encompassing fees on a per student basis. However additional charges relating to specific subjects, VET/VCAL programs, capital fees and camps are also common.

4.2 Levies

- A curriculum levy, exclusive of, the school fee may be charged to meet student classroom requisites and other curriculum costs. This may also include an Information and Communications Technology (ICT) charge. Generally, this levy would be charged on a year level basis.
- Camps/excursions and sports (including swimming) levies should be determined during the schools budget process based on planned camps/excursions and sports programs offered for the following year. The estimated levy income should match the budgeted expenditure. The levy should be billed at the beginning of the year to ensure ease of payment for families. Generally this levy would be on a year level basis.

4.3 Capital Fees

Primary schools may charge a capital fee to cover, in particular, the provision and maintenance of buildings and for meeting the debt servicing needs of the school. Other capital commitments required by schools include and annual contribution to the CES Limited Minor Capital Works (MCW) Fund (primary schools/students only) and the CES Limited Land Fund. It is not a requirement for either of these Funds to be acknowledged on school fee notices to families.

- School Building Funds may be utilised to support capital developments, however please note that taxation deductions are allowed only for **voluntary** donations to Building funds approved by the Australian Taxation Office (ATO). Compulsory fees are not tax deductible. ‘A Process for Setting Fees’ is included in Appendix 1.

4.4 Camps, Sports and Excursions Fund

- The Camps, Sports and Excursions Fund (CSEF) was introduced by the State Government in 2015 to replace the Education Maintenance Allowance that was discontinued in 2014.
- The CSEF provides payments for eligible students to attend camps, sports (including swimming) and excursions/incursions.
- Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. \$125 per year will be paid for eligible primary school students, with \$225 per year paid for eligible secondary school students. Payments go directly to the school and are tied to the student.
- The CSEF policy document which provides more detail is available from the DET (State) website www.education.vic.gov.au/about/programs/health/.

4.5 Health Care Card Factor

- Primary and Secondary schools are provided additional recurrent funding (through the GAC (Primary) and GAC (Secondary) recurrent funding formulas) to assist with providing fee remissions to eligible families. The Health Care Card (HCC) Factor replaced the previous Education Maintenance Allowance (EMA) Factor provided to schools based on the number of students that have been approved to receive the CSEF funding.
- Schools are encouraged to monitor the total fee remissions they provide each year in line with the HCC Factor and to be consistent with their approach. It is important for schools to provide fee remissions to families based on their fee collection process as stated in their School Fee Policy, which is in line with our Church teachings and beliefs. This may include remission that are provided to families that do not hold a valid Health Care Card but are in need of support. These decisions are made at a local level.

4.6 Annual Fee Increase

- The process for setting annual fee increases is a school based decision. Careful consideration needs to be made on the impact on both the school community and the recurrent income of the school. Several factors need to be considered including-
 - The Educational Consumer Price Index (CPI) movement in the previous 12-months. Please be mindful that the Educational CPI includes all expenditure on primary, secondary and tertiary education along with preschool services, of which a breakdown is provided by the ABS each quarter when the figures are released. This indicator can be located from the [Australian Bureau of Statistics \(ABS\) website](http://www.abs.gov.au/AustralianBureauofStatistics).
 - The movement in the previous 12-months of the Average Weekly Ordinary Time Earnings (AWOTE) can also be used to track the movement in family income which may assist in gauging what fee increase may be manageable

for families. This indicator can be located from the [Australian Bureau of Statistics \(ABS\) website](#).

- Salary costs are the biggest school expenditure. The estimated percentage increase in school salaries should be taken into consideration. An average increase across CECV can be provided based on salary rates from the current Victorian Catholic Education Multi Enterprise Agreement (VCEMEA).
- Federal and State recurrent grant income can fluctuate each year depending on enrolments, school community profile and additional needs. Funding to the system is dependent on government policy and must be part of the decision making process which should form part of the annual school budget.
- Any estimated fee income should take into consideration the collection rate of the school and not the amount billed.

5.0 School Fee Collection

5.1 Background

CES Limited Advisory School Councils' have a role in providing advice in the areas of budgeting, monitoring expenditure and accountability. The role of the School Advisory Council is to assist the Principal in their obligations and responsibilities for accountability and reporting to the CES Limited Board through the CES Limited Executive Leadership Team. The School Advisory Council has an endorsing role only.

Fee income is a matter for annual discussion by the Advisory School Council and schools should utilise the many commercial facilities now available to collect fees. Some of these include direct debits, and Electronic Funds Transfer (EFT) facilities including credit and debit cards.

A very clear policy exists pertaining to those pupils whose parents cannot afford to pay school fees. These policies are set out in the [CECV Enrolment Guidelines for Victorian Catholic Schools](#).

During the enrolment process, schools should ensure families are made aware that fee remissions are available to those that qualify, to ensure that all children who wish to pursue a Catholic education are given the opportunity and do not miss out because of the inability of their parents/guardians to meet the fees and their unwillingness to seek such exemptions.

The case of parents/guardians who are unwilling to pay fees poses greater difficulties. Such cases are likely to surface only after the student has commenced in the school and parents/guardians refuse to meet their financial commitments. Every effort must be made to help those parents/guardians to understand their obligations. It becomes a

matter of justice to the other parents/guardians and students that they should meet their commitments. The recovery of unpaid fees must be approached respectfully and sensitively to protect the student as much as possible from the public embarrassment that could arise.

The judgment as to whether parents/guardians are unable to pay because of their financial situation must be based on truth, love and compassion and therefore may err on the side of leniency. The matter of parents who are, to all appearances, able to pay fees but who are unwilling to do so, is more difficult to handle.

The balance is in securing a reasonable justice for all parents/guardians by seeking to ensure that individual parents/guardians contribute their share. This must be placed in the context of the Church's mission to care for and educate the student as well as educating the community on the issues of justice and fairness in relation to parental financial responsibilities.

5.2 Guidelines

The guidelines on fee collection for CES Limited Catholic schools are set out below:

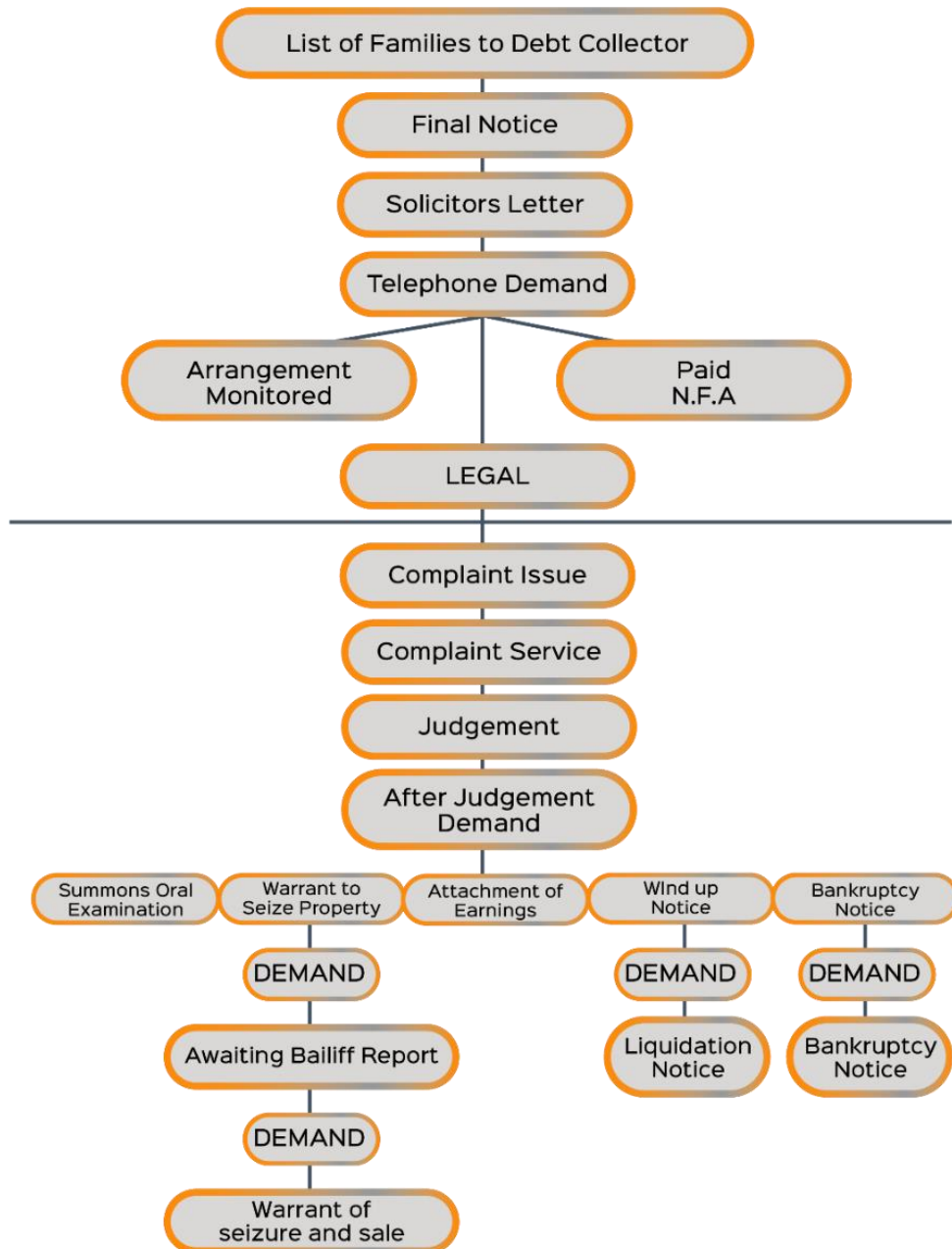
- Fees and levies should be set by the appropriate school authority, taking into account the budgetary requirements of the school and the needs-based policies of the CECV.
- As is the current practice in many Catholic schools, parents should be offered a number of methods of paying fees to reduce their financial burden and to assist their financial planning. Schools may offer to accept the fees on weekly, fortnightly, monthly, per term or an annual basis. It would be an appropriate step for the school authority to provide, at the beginning of each school year, to each parent/guardian a full account of the fees for that school year. Periodic statements e.g. each term, would be issued indicating each individual's position regarding payments for the year.
- Principals and Business Managers should use a variety of methods to follow up non-payers. If parents commit themselves to a particular method of payment, such follow up should ensure that those who fail to meet their promises are made aware of this at an early occasion. The shared responsibility of all parents/guardians for the financial support of the school is an important point. Fee remissions should be offered where necessary. Follow up on a personal basis may be conducted by an appropriate person or persons in a sensitive, discreet and confidential fashion.
- Schools should arrange personal and pastoral contact with non-payers, which includes letters to remind people of their obligations (see Appendix 2&3), and a meeting with the principal to discuss the financial situation of the family and arrange a payment plan.
- Primary schools also need to be mindful of parents/guardians who have an outstanding school fee debt and have students that are leaving school at year 6 and attending a Catholic Secondary school. Principals are encouraged to communicate

with the parent/guardian to ensure any primary school debt continues to be repaid as a priority.

- The services of debt collectors should only be used, when the above process has proven to be unsuccessful, and has been approved by the appropriate member of the Executive Leadership Team of CES Limited. If a debt collection agency is to be involved in fee collection, the agency should be briefed as to the expectations that Catholic schools have with regard to the dignity of persons and that the school will be consulted before each step in the process is undertaken. A process similar to the following flow chart supplied by Midstate Credit Management Services, is appropriate.
- For overriding pastoral reasons, under no circumstances should legal action be pursued to recover unpaid fees, including levies, before written approval has been sought from the Executive Director of CES Ltd. In most cases legal action should only be initiated once the student has left the school. Please see Appendix 4 for a sample letter to be provided to the Executive Director.
- For philosophical and pastoral reasons, no student should be excluded from re-enrolment as a consequence of his/her parents/guardians unwillingness to pay school fees.

5.3 Debt Collection Flowchart

The following flowchart identifies the proposed collection and legal processes that would be undertaken for the recovery of accounts.



6.0 Review/Evaluation

This set of guidelines will be reviewed every two years or as required when a change to legislation occurs.

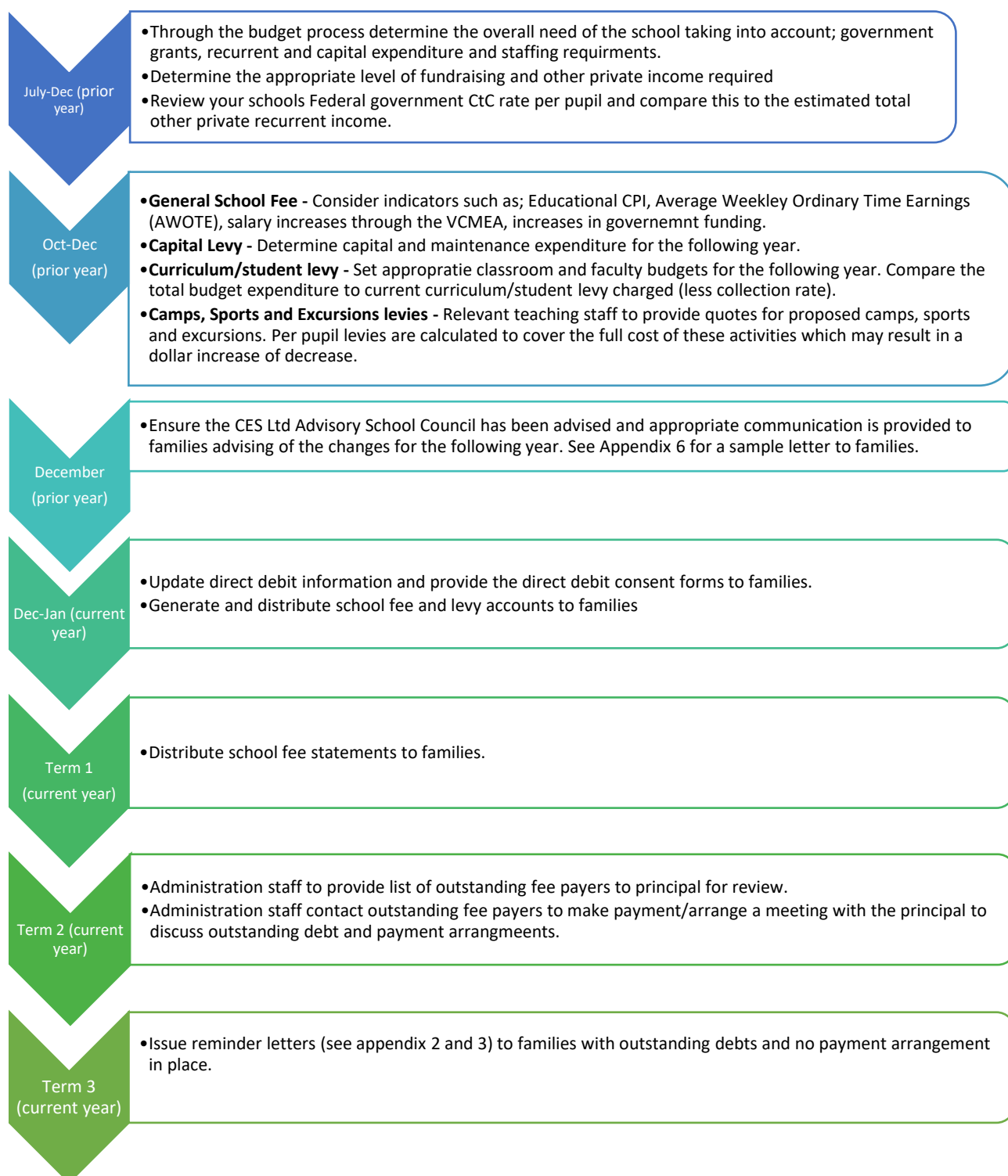
Initial Policy ratified: 1 January 2021

Review Date June 2022

Next Review

7.0 Appendices

Appendix 1: A Process for Setting Fees and Fee Collection



Appendix 2: Sample Reminder Letter #1

Date

Address Block Here

Dear,

We write regarding your child/children's school fees which from our records indicate an overdue amount on your account of \$.....

If our information is correct it would be appreciated if you could attend to this matter by settling the account, or by making an appointment to discuss the situation.

A copy of the account is attached for your information.

Yours faithfully,

Principal

Appendix 3: Sample Reminder Letter #2

Date

Address Block Here

Dear,

Further to our earlier correspondence dated (insert LETTER 1 date here) regarding your account for school fees of \$....., we advise that the account is well overdue and your early attention to this matter is required by paying the overdue amount in full. If payment in full is not able to be made, payment by pre-arranged regular instalments i.e. weekly, fortnightly or monthly are very much accepted.

Fee concessions may also be granted in cases of financial hardship or where other special circumstances exist. If this is the case please contact me to arrange a meeting to discuss this matter. We have also enclosed pamphlets on government assistance provided to eligible families.

It would be appreciated if you could please contact me within 7 days to discuss this matter. Failure to respond may result in the school referring this matter to solicitors/debt collectors.

If you have paid the account within the last few days, please disregard this letter.

Yours faithfully,

Principal

Appendix 4: Sample letter to Executive Director requesting to pursue legal action for unpaid school fees

Date

Mr Paul Desmond
Executive Director of CES Limited.
PO Box 477
BENDIGO VIC 3552

Dear Mr Desmond

Re: Permission to pursue legal action on unpaid school fees

This letter is to seek permission to issue a Complaint and subsequent legal action for unpaid school fees. The details of this family are:

Family Name: (?)

Family address: (?)

The amount of unpaid fees as of today is (?)

This family have had (?) children attend School Name between (?) and (?). All efforts have been made to address this with the family including telephone calls, letters and multiple invitations to meet with the Business Manager and the Principal.

This account was forwarded to Debt Collection Agency in (?) and they have also made numerous failed attempts to speak with Mr and Mrs (?) and enter into a mutually agreeable payment arrangement. They have recommend we pursue legal action.

Please find attached

- Debt Collection Checklist
- Record of Debtor Interviews
- Statement of fees
- Debtor transaction listing
- Collection letters sent
- Application for Enrolment

I thank you for your consideration and await your response.

Yours sincerely

Principal

Appendix 5: Sample letter to Parents/Guardians on following years fees

SAMPLE SCHOOL

School Address and Contact Details

(INSERT YEAR) SCHOOL FEES & LEVIES

The School Fee Structure has been set for (insert year). It includes School Fees (per family tiered for 1, 2 and 3+ child families) and a Capital & Maintenance Levy (per family). Student Levies are structured according to year level and include a Curriculum & Information Communication Technology (ICT) Levy and a Camp, Sport, Excursion & Other Levy.

In (insert year) the school fees have increased by around (insert percentage) in line with the Educational Consumer Price Index (CPI). This equates to a weekly increase (based on 40 school weeks) of (insert amount) per 1 student family, (insert amount) per 2 student family and (insert amount) per 3+ student family.

Student levies have increased on average around (insert percentage or amount).

Additional Costs for (insert year)

Provide a list or Table of Fees and Levies as per your fee structure.

CURRICULUM & ICT LEVY

This levy covers part of the cost of supplies and resources for classrooms and specialist classes, e.g. Art, Music, Library, Indonesian and Culture. It also assists the school to provide computers and iPads for use across the school. The levy is higher for students in Grade 5 & 6 as students have a MacBook computer for school and home use.

CAMP, SPORT, EXCURSION & OTHER LEVY

This levy covers part of the costs associated with the provision of Camps, Excursions and Physical Education Programs.

CAMPS

The cost per student is as follows:

Grade 3 - (list camp and cost)

Grade 4 - (list camp and cost)

Grade 5 - (list camp and cost)

Grade 6 - (list camp and cost)

PAYMENT OF SCHOOL FEES & LEVIES

The range of educational opportunities and experiences has been offered within the context of our budgeting. It will therefore be important that payment of fees and levies are honoured. We are very aware of the rising costs for families and this is given careful consideration in the process of setting school fees and levies. However due to Government school funding agreements, there is an expectation that Catholic school communities contribute to the cost of education.

In order to assist families we encouraged payment via direct debit. This allows for regular payments to be made equally over the 40 school weeks. Direct debit request forms are available from the office or the school website.

Please note: If your current payment arrangement is direct debit you will receive a letter shortly with your revised payment amount for the following year.

PAYMENT OPTIONS

All fees and levies for the year will be billed at the start of the school year. Families will receive a school fee statement in early February. The school provides a number of options for the payment of school fees and levies.

Payment in Full: – Fees paid in full at the beginning of the school year.

Payment per Term: – Fees paid at the beginning of each term with the final payment due at the start of 4th Term.

EFTPOS: – Payments can be made at the office using your debit or credit card.

Direct Debit: – Payments made weekly or fortnightly (Friday only), monthly (15th day of the month), quarterly from your nominated bank account. Please collect from the office or download a direct debit request form.

Direct Credit: – Payments may be made directly to the school bank account via online banking. **Insert Bank Account Details.** Please use your last name or account number as a reference.

If you have any questions regarding school fees, levies or payment options please contact the office.

Appendix 6: Capacity to Contribute (CtC) Levels

Primary Schools

Primary					
	2018	2019	2020	2021	2022
SRS	\$10,953	\$11,343	\$11,747	\$12,165	\$12,598
SES					
73	\$1,068	\$1,106	\$1,145	\$1,186	\$1,228
97	\$1,190	\$1,232	\$1,276	\$1,321	\$1,368
101	\$1,441	\$1,492	\$1,545	\$1,600	\$1,657
105	\$1,597	\$1,677	\$1,737	\$1,799	\$1,863
109	\$1,699	\$1,784	\$1,848	\$1,913	\$1,981
113	\$1,791	\$1,881	\$1,948	\$2,017	\$2,089
117	\$1,932	\$2,029	\$2,101	\$2,176	\$2,254

Secondary Schools

Secondary					
	2018	2019	2020	2021	2022
SRS	\$13,764	\$14,254	\$14,761	\$15,287	\$15,831
SES					
94	\$1,678	\$1,738	\$1,799	\$1,863	\$1,930
95	\$1,979	\$2,050	\$2,123	\$2,198	\$2,277
96	\$2,279	\$2,360	\$2,444	\$2,532	\$2,622
97	\$2,581	\$2,673	\$2,768	\$2,866	\$2,968
98	\$2,882	\$2,985	\$3,091	\$3,201	\$3,315
99	\$3,184	\$3,297	\$3,414	\$3,536	\$3,662
100	\$3,484	\$3,608	\$3,736	\$3,869	\$4,007
101	\$3,785	\$3,920	\$4,059	\$4,204	\$4,354
*105	\$4,989	\$5,167	\$5,351	\$5,542	\$5,739
*110	\$6,495	\$6,726	\$6,966	\$7,214	\$7,471
*115	\$8,001	\$8,286	\$8,581	\$8,886	\$9,203
*125	\$11,011	\$11,403	\$11,809	\$12,230	\$12,665
*SES increased in increments. Not as per Government CtC rates.					

Appendix 7: Sandhurst Primary School Fee Structure Example

(Tiered school fee plus capital fee and levies)

Fees	Enrolled February					
Excl. levies	(# of families)	Recurrent		Capital		
1 child		\$		\$		
2 children		\$		\$		
3+ children		\$		\$		
Total (A)						
Levies	Enrolled February	Per student or pupil charge				
	(# of pupils)	Curriculum	Sports (incl. Swimming)	Camp	Excursions	Total
Prep		\$	\$	\$ -	\$	\$
Year 1		\$	\$	\$ -	\$	\$
Year 2		\$	\$	\$ -	\$	\$
Year 3		\$	\$	\$	\$	\$
Year 4		\$	\$	\$	\$	\$
Year 5		\$	\$	\$	\$	\$
Year 6		\$	\$	\$	\$	\$
Total						



POLICY

School Fees

April 2021

1. Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families, stimulating, enriching, liberating and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- in leadership encompassing vision, innovation and empowerment.

2. Background

The Catholic Church's preferential option for the poor obligates Catholic schools to ensure that no baptised Catholic student is denied a Catholic education because of a family's inability to pay school fees.

"Each individual Christian and every community is called to be an instrument of God for the liberation and promotion of the poor, and for enabling them to be fully a part of society." Pope Francis, *Evangelii Gaudium*, Encyclical Letter, 187.

In recognition of the differential capacity of families to contribute to the costs of education, both the Australian and State Governments incorporate needs-based elements into their recurrent funding of the Catholic school system.

The Catholic Education Commission of Victoria Ltd. (CECV) Policy for allocating funding to Catholic schools also accounts for need in that, all other factors being equal, schools in lower socio-economic areas receive more funding than those in higher socio-economic areas. The Federal government uses a factor known as Direct Measure of Income (DMI) to calculate the school communities that are of greatest need. Also, schools are provided with additional financial assistance for each student of a family who holds an eligible, means-tested Health Care Card (HCC) which assists in enabling schools to offer fee concessions.

This School Fees Policy of Catholic Education Sandhurst (CES) Limited acknowledges the significant contribution that individual schools make to the costs of education, through the generation of private income that includes the payment of fees by families. In recognising the role of schools in this area and in supporting the principle of accessibility of Catholic schools through its needs-based funding formula, CES Limited requires school communities to establish fee setting, collection, concession, debt recovery and write off practices that are consistent with access and equity priorities.

3. Purpose

This Policy outlines the process by which schools will set and collect fees, provide concessions to families experiencing financial hardship, pursue recovery of unpaid fees and write off fees.

It will provide a consistent approach for CES Limited schools to school fee setting, fee collection, fee concessions and fee debt recovery.

This Policy acknowledges the need for schools to charge and collect fees and for families to meet their fee obligations with regard to their capacity to pay.

4. Principles

This Policy is embedded in the principles of Catholic Social Teaching and, in particular, 'The Dignity of the Human Person', 'Preferential Option for the Poor' and 'The Common Good'.

- **Dignity of the Human Person:** Processes for the collection of school fees, granting of fee concessions and recovery of unpaid school fees need to be transparent, fair and just.
- **Preferential Option for the Poor:** Catholic schools should be accessible to all Catholic families irrespective of capacity to pay.
- **The Common Good:** Each Catholic school is responsible for setting its own fees taking into consideration both the private income (i.e. school fees and charges, interest earned, donations, etc.) needing to be raised and the capacity of their families to pay.

5. Scope

This Policy has been prepared for all CES Limited Primary and Secondary Schools and Specialist schools.

The Policy should be read in conjunction with the *CES Limited Guidelines for School Fee Development*.

6.0 Procedures

6.1 Policy Development

- Primary schools, Secondary schools and Specialist settings are to use this policy and the associated CES Limited Guidelines for School Fee Development for fee setting, collection, concession, debt recovery and write offs as the policy and procedures for each school.

6.2 Fee Setting

- Catholic schools are obliged to set fees according to criteria that represent a thorough and transparent assessment of the internal and external factors influencing costs and the ability of families to pay.
- The operation of a school is subject to complex legislative regulation, charitable status and government funding eligibility. These, amongst other things, impose important restrictions on how the school applies income generated from its conduct, including school fees.
- Fees and their payment should be discussed with parents at the time of enrolment. Relevant fee policies and procedures should be made available to prospective families at that time.
- Approval of school fee setting must be in accordance with the CES Limited Delegation Framework.
- The fee structure must not include any charges or collection of money on behalf of a parish. If a parish wishes to charge a levy it must be invoiced directly by the parish from the parish office, collected separately from the school and not pass through the school's accounts. Moreover, the school enrolment or the level of school fees which parents pay must not in any way be made conditional on, or otherwise affected by, a parish levy contribution. A parish levy contribution must be voluntary.
- Full Fee Pay Overseas Students (FFPOS) are required to be charged at the full cost of educating a student as they do not attract government funding.
- For primary schools, the fee structure may be in the form of either a single family fee or a tiered family fee i.e. 1 child, 2 children, 3+ children.
- The fee structure must not provide a discount conditional on providing financial support to the parish. Schools must not adopt a structure of school fees whereby a discounted rate is available to school parents who contribute a prescribed minimum amount to the parish, through the Thanksgiving Program or otherwise, known as a 'two-tiered school fee'. These fee structures are a reduction in school income and could arguably be seen as redirecting school income to be applied for non-school or non-educational purposes.
- Where a School Building Fund exists, schools may encourage contributions to the School Building Fund. It is important, however, that donations to the School Building Fund be a 'gift' in that they are freely given and do not provide any benefit to the donor.
- If a school imposes a mandatory contribution to a School Building Fund, or payment of the same, that entitles the parent to a discount to the school fees, it

will not be a donation or a gift, and the school must make it clear to parents that the contribution to the School Building Fund levy will not be tax deductible.

6.3 Fee Collection

- Catholic schools are required to develop procedures for fee collection that are consistent with good financial practices and the principles of Catholic Social Teaching.
- To ensure a steady income stream and to make fee payments more manageable for families, schools should offer weekly, fortnightly and monthly fee instalments via direct debit or Centrepay.

6.4 Fee Concessions (Remissions/Exemptions)

- Catholic schools are expected to provide fee concessions to families experiencing genuine financial hardship.
- Any family facing financial hardship is strongly encouraged to apply for a fee concession.
- Any family who holds a HCC eligible for CSEF is strongly encouraged to apply for a school fee concession.
- Schools must ensure that funding provided to the school for the specific purpose of providing fee concessions for eligible families is appropriately allocated.
- An application for a fee concession should be made to the school and all information provided must be treated in the strictest of confidence.
- Authority for approval of school fee concessions is as per the CES Limited Delegation Framework.
- A school fee concession must not be provided for a FFPOS as they are considered ineligible.

6.5 Recovery of Unpaid Fees

- All families are expected to meet their school fee obligations.
- Where parents who have the financial means, refuse to pay school fees, every effort must be made to help them understand their obligations and the impact that non-payment has on the school's ability to provide a quality education for all students.
- Schools should make every effort to monitor and manage the collection of school fee payments to avoid school fee debt accumulating.
- It is a matter of justice to all families that all available steps are taken to ensure that school fees are paid.

- The recovery of unpaid fees must be approached pastorally, compassionately and sensitively, to protect the student as much as possible from the public embarrassment that could arise.
- The judgment as to whether parents are unable to pay because of their financial situation must err on the side of leniency.
- After all other measures to recover unpaid fees have been exhausted, the use of a debt collector and legal action may be considered.
- Authority for approval of legal action to recover fees is as per the CES Ltd Delegation Framework.

6.6 Write Offs

- Once the services of a debt collector have been utilised, the school can decide whether to continue to pursue the debt or proceed to write off the debt.
- A decision to write off the debt should only be made if the debt is believed to be uncollectable.
- If the school believe the debt is collectable and would like to pursue legal action, this should not proceed before written approval has been sought from the Executive Director of CES Limited. In most cases legal action should only be initiated once the student has left the school. Please see the CES Limited Guidelines for school Fee Development for more detail.
- Schools are required to include a Provision for Doubtful Debts in their financial accounts to allow for any debts that are deemed to be uncollectable. The provision must be based on an assessment of the collectability of each individual outstanding fee balance on a per debtor basis and the provision adjusted as necessary. For philosophical and pastoral reasons, no student should be excluded from re-enrolment as a consequence of his/her parents/guardians unwillingness to pay school fees.

6.7 Communication with the School and Wider Community

School fee policies and related documentation should be accessible in a variety of ways and from a variety of sources including the school website.

7. Expected Outcomes

- 7.1 CES Limited Catholic schools will develop policy and procedures for the timely collection and remission of school fees in line with the Catholic Church’s preferential option for the poor.
- 7.2 All Catholic families desiring a Catholic education for their children will be encouraged and supported in accessing the educational opportunities provided by their local Catholic Primary and Secondary school and Specialist setting.
- 7.3 All CES Limited Catholic schools will have a consistent approach to the setting and collection of school fees, the provision of fee concessions, the recovery of unpaid school fees and write offs.

8. Roles and Responsibilities

8.1 Approval Authority

CES Limited is responsible for the development and review of the Policy. Any recommended changes must be approved through the CES Ltd Child Safety/Audit & Risk Committee.

8.2 Responsible Officer

The appropriate member of the Executive Leadership Team of CES Limited.

9. Review

This Policy should be reviewed every 3 years or upon changes to government funding, legislation or school registration requirements that would warrant earlier Policy review.

10. Revisions made to this document

Date	Description of Revision(s)
1 January 2021	CES Limited Child Safety/ Audit & Risk Committee
1 July 2023	To be reviewed

11. Further Assistance

- Compendium of the Social Doctrine of the Church; Pontifical Council for Justice and
- CES Limited Guidelines for School Fee Development
- CES Limited Delegation Framework

12. Definitions

Camps, Sports and Excursions Fund (CSEF) - Victorian Government funding for the students of families who are eligible, means-tested Health Care Card (HCC) holders which is used to offset school fees related to camps, sports and excursions.

Catholic Education Commission of Victoria Ltd. (CECV) - The CECV is a company established by the Archbishop of Melbourne and the Bishops of Sandhurst, Sale and Ballarat to allocate, distribute and expend Grants to Catholic schools in Victoria as provided by Government.

Health Care Card (CCC) - Cardholders receive Australian Government financial and other assistance.

Centrepay - a free and voluntary service to pay bills and expenses as regular deductions from a client's Centrelink payments.

Fee Concession - a remission or exemption from school fees payable as a result of financial hardship.

Full Fee Paying Overseas Students (FFPOS) - Overseas/International students on a number of visa sub-classes are ineligible to receive government funding towards their education.

Private Income - the portion of a school's income which is raised locally, primarily through school fees.

School Fees - the fees and levies the school charges families for the education of their children. These include:

- (a) **Recurrent fees and levies** - to assist in meeting the day-to-day operating costs of the school e.g. family fees, student/curriculum/tuition levies, camps, sport and excursion levies, and technology levies.
- (b) **Capital and maintenance levies** - to assist in the maintenance of school buildings and grounds, the purchase of capital items, capital building projects and servicing capital debt through borrowings.

Insert
School
Logo

Appendix 9

Application for Early Age Entry to School

Please forward completed:

1. **Application**
2. **Parent Letter**
3. **Supporting Documentation**

To:
The Executive Director
 Catholic Education Office
 PO Box 477
 BENDIGO VIC 3552

This application for **EARLY AGE ENTRY TO SCHOOL** should be completed by parent/s or carer/s in consultation with the relevant professionals and provided to the Principal for submission to the Director of Catholic Education Sandhurst. *This document must be filled in electronically before printing (please sign printed document before posting)*

CHILD'S SURNAME:	<i>Insert Text</i>	Female <input type="checkbox"/>	Male <input type="checkbox"/>
CHILD'S FIRST NAME:	<i>Insert Text</i>	Year of intended enrolment: <i>Insert Text</i>	
DATE OF BIRTH:	<i>e.g. 10/11/2012</i> <i>Please attach proof of DOB, e.g. birth certificate, passport, Immicard, letter from Doctor attesting to the child's age.</i>	Age: Choose an item.	
PARENT/CAREGIVER'S NAME:	<i>Insert Text</i>	Relationship to Child	<i>Insert Text</i>
PARENT/CAREGIVER'S NAME:	<i>Insert Text</i>	Relationship to Child	<i>Insert Text</i>
ADDRESS:	<i>Insert Text</i>		
SUBURB:	<i>Insert Text</i>	POSTCODE:	<i>Insert Text</i>
CONTACT NUMBER	<i>Insert Text</i>	Email	<i>Insert Text</i>

REASONS FOR EARLY ENTRY

GIFTED

Has your child been assessed as having a Full Scale Intelligence Quotient (FSIQ) > 130 Full Scale IQ (2 standard deviations, or more above the mean), preferably using the Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition, Australian and New Zealand (WPPSI-IV A&NZ), including the 10 sub-tests required to calculate the Full Scale score and Primary Index Scales conducted after the child has attained the age of 4-0 years

YES <input type="checkbox"/>	NO <input type="checkbox"/>	If YES, FSIQ SCORE: <i>Insert Text</i>	<i>Please attach a copy of the relevant cognitive assessment by an educational psychologist. NOTE: It is the responsibility of the parent/guardian to obtain the cognitive assessment.</i>
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INTERSTATE OR OTHER JURISDICTION TRANSFER

Is your child transferring from another school, either interstate or overseas?

Please ATTACH a copy of proof of enrolment at the other school and relevant information such as attendance records or recent school report.

YES

NO

PREVIOUS SCHOOL NAME: *Insert Text*

PREVIOUS SCHOOL ADDRESS: *Insert Text*

SUBURB: *Insert Text*

POSTCODE: *Insert Text*

PRINCIPAL'S NAME: *Insert Text*

CONTACT PHONE: *Insert Text*

DATE OF INITIAL ENROLMENT: *Insert Text*

BEST INTERESTS

How is early entry to school in the best interests of your child?

Please provide details of the academic, social and emotional needs of your child, including any relevant information related to their school readiness.

Please attach a report or letter from a relevant childcare, kindergarten or allied health professional that includes observations of the child's development, literacy, numeracy, academic and social needs related to their school readiness.

Childcare/Kindergarten report or letter

Allied Health Professional report

Insert Text

WHAT WOULD BE THE IMPACT ON YOUR CHILD IF AN EXEMPTION IS NOT GRANTED?

Please describe what the consequences would be for your child if early entry is not approved?

Insert Text

DECLARATION (to be signed by parent (s)/guardian (s))

Signed:		Date:	
Signed:		Date:	

RECEIVING PRINCIPAL ENDORSEMENT

Do you endorse the child for early entry to school?

YES

NO

Please provide reasons for your answer

Insert Text

I declare that the information that I have included in this form is true and correct and that all relevant supporting documentation is attached.

PRINCIPAL'S NAME	<i>Insert Text</i>	Date:	<i>Insert Text</i>
Signed:			

Insert School Logo

Appendix 10

Shared Behaviour Expectations/ Code of Conduct

[drafting note for schools: the shared expectations of students, parents and the School should be tailored to your school. Generally speaking, shared expectations should be jointly negotiated and implemented by all members of the school community, be clear and specific, focus on positive and pro-social behaviours, focused on prevention and early intervention and be consistently, fairly and reasonably applied]

The School recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out the School's expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the School's behavioural expectations	promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2	model the School's core values of respect, endeavor, communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
3	take responsibility for their own behaviour and the impact of their behaviour on others	cooperate with the School by assisting in the development and enforcement of strategies to address individual needs	employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues

4	<p>comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:</p> <ul style="list-style-type: none"> a. obey all reasonable requests of staff; b. respect the rights of others to be safe and learn; and c. respect the property of others. 	<p>provide complete, accurate and up-to-date information when completing an enrolment form and supply the School, prior to enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements</p>	<p>consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances</p>
5		<p>comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School.</p>	<p>plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students</p>
6		<p>acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.</p>	<p>recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion</p>

Shared Attendance Expectations

[drafting note for schools: the shared expectations of students, parents and the School should be tailored to your school's characteristics. Generally speaking, shared expectations should be jointly negotiated and implemented by all members of the school community, be clear and specific, focus on positive and pro-social behaviours, focused on prevention and early intervention and be consistently, fairly and reasonably applied. The following shared attendance expectations adopts the shared expectations set out in the DET's 'Effective Schools are Engaging Schools: Student Engagement Policy Guidelines']

Ensuring that students attend school each day is a shared expectation of all students, parents and the wider school community.

The table below sets out the School's shared attendance expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1	attend and be punctual for all timetabled classes every day that the school is open to students	ensure their child attends school regularly and punctually	proactively promote regular attendance
2	be prepared to participate fully in lessons	upholds the school's expectations with regard to endeavour	mark rolls accurately each learning session
3	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently
4	remain on the school premises during school time unless they have permission to leave from the School and parents	account for all student absences	identify trends via data analysis
5	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school's Annual Report

6	work cooperatively with the School to develop personal attendance improvement goals and strategies when their attendance has been inconsistent	support their child's learning during absences and work with the school to reintegrate students or arrange distance education after prolonged absences	support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individualised strategies
7		work cooperatively and collaboratively with the School to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplained absences to the Regional Manager
8			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
9			convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school
10			provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting